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ABSTRACT

This handbook on evaluating statewide priorities is intended for use by those community colleges undertaking accrediting self-studies during 1986-87. The handbook contains (1) the suggested format for reporting the results of institutional self-evaluations; (2) statewide priorities, adapted from the Board of Governors' December 1983 policy statement on statewide community college mission; (3) guidelines and steps for evaluation; and (4) ten example analyses. Emphasizing outcomes measures, these examples use as a frame of reference trends over time, comparisons with other colleges, and comparisons with existing standards and norms. They describe hypothetical evaluations of ten priorities within the statewide mission statement of the Board of Governors; i.e., access, student assessment, program evaluation, transfer education, occupational education, liberal arts and general education, student services, remedial and basic skills education, noncredit continuing education, and community services. Appendices include a memorandum of understanding between the California Community College Board of Governors and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and a summary of the analytical steps involved in self-evaluation. (EJV)

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# EVALUATING STATEWIDE PRIORITIES

JC 870 105

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EVALUATING STATEWIDE PRIORITIES

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EVALUATING STATEWIDE PRIORITIES

## PREFACE

This handbook on evaluating statewide priorities is intended for use by those community colleges undertaking accrediting self-studies during 1986-87. Under the terms of a Memorandum of Understanding between the Board of Governors and the Accrediting Commission (see Appendix A), these colleges are being asked to evaluate their performance with respect to statewide priorities, as well as through the use of the ten accrediting standards, the traditional requirement. Besides their normal responsibilities, visiting teams are being asked to assess how well colleges have conducted the evaluation of statewide priorities.

Presented here are (a) the suggested format for reporting the results of the evaluations; (b) the statewide priorities, adapted from the Board of Governors' December 1983 policy statement on statewide community college mission; (b) guidelines and steps for evaluation; and (c) ten example analyses.

The examples emphasize the analysis of outcomes and use, as a frame of reference: trends over time, comparison with like colleges, and comparisons with standards and norms if such exist. Many different techniques of analysis are possible, however, depending upon the availability of staff and relevant information.

Much of the traditional self-study evaluation using accrediting standards covers college practices that relate to the statewide priorities. Because of this overlap, information from the accrediting self-study can be incorporated in the evaluation of statewide priorities by reference, rather than being developed a second time.

The evaluation of statewide priorities should be reported in a format that identifies conclusions and policy or operational implications, together with a description of the methodology, list of information sources, and pertinent arguments. The actual analysis can either be referenced or appended to this format.

We hope this handbook is useful to those of you who undertake the evaluation of statewide priorities and we invite suggestions and comments on how the handbook's contents may be improved. Staff from the State Chancellor's Office and Accrediting Commission are available to provide data and assistance in this work.

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## A: FORMAT FOR REPORTING RESULTS OF EVALUATION OF STATEWIDE PRIORITIES

Colleges evaluating their performance with respect to statewide priorities are asked to report their results in the attached format.

This format calls for a listing of conclusions derived from the evaluation and the policy or operating issues implied by this work. In addition, there should be a description of the methodology used in the analysis, information sources, and pertinent arguments that led to the conclusions.

The actual analysis should be appended or it may be referenced, if it can be obtained easily from a college's self-study or other background document(s).

EVALUATION OF STATEWIDE PRIORITIES

COLLEGE _____ PRIORITY _____

---

I. INTRODUCTION

Describe those college programs, services, and projects that contribute to the achievement of this statewide priority.

1.

2.

3.

---

List and describe surveys, reports, data bases and other sources of information used in this analysis.

1.

2.

3.

---

Describe the methodology underlying this evaluation.*

1.

2.

3.

*For instance: Time series and/or comparative cross-section data
Case study method
Statistical treatment of quantitative data
Construction of sample surveys
Outputs and results examined as well as inputs and activities
Handling of intervening variables

II. EVALUATION

List important conclusions that result from evaluation of the degree to which the priority is being achieved. Include pertinent arguments that helped derive those conclusions.

1.

2.

3.

4.

III. POLICY/OPERATING ISSUES

List those issues or problems that are suggested by the conclusions.

1.

2.

3.

## B. STATEWIDE PRIORITIES

(These priorities are adapted from a Policy Statement on Statewide Community College Mission, adopted by the Board of Governors of the California Community Colleges in December 1983.)

California community college districts:

- Have a responsibility to provide open admission without regard to race, ethnic or national origin, sex, age, disability, sexual orientation, or prior educational status or any other unreasonable basis for discrimination.

- Should promote academic standards and student achievement by:
  - o appropriate assessment, placement, and follow-up activities.

- Should promote academic standards and student achievement by:
  - o program evaluation.

- Will provide transfer programs which are carefully and continuously articulated with collegiate institutions and the high schools.

- Will provide vocational programs to prepare students for entry level employment, occupational advancement, and career change. These programs:
  - o are articulated with secondary and advanced programs
  - o confer associate degrees
  - o confer certificates for work leading to early employment
  - o support continuing reentry education
  - o may involve joint programs with business, industry, labor, and government.

- Will provide liberal arts programs and general education courses:
  - o that contribute to associate degree programs and/or
  - o are designed to broaden knowledge, skills, and attitudes, to develop analytical ability and critical thinking and to foster interest in life-long learning in the educational, scientific, and cultural fields essential for effective participation in a complex society.

- Will provide student services to meet identified needs of student development, such as:
  - o assistance in matters of admission, financial aids and job placement
  - o diagnostic testing, evaluation, and monitoring of student progress
  - o academic, career, and personal counseling as related to the student's education
  - o articulation with high schools and collegiate institutions
  - o student activities.

- Should provide remedial and basic skills education for students needing preparation for community college level courses and programs, including:
  - o remedial courses for those with educational deficiencies
  - o developmental courses for those with special learning problems
  - o ongoing diagnostic programs.

- Should provide noncredit (continuing and community education) classes, in response to state and local needs under Education Code Section 84711 and local delineation of function agreements including:
    - o parenting
    - o basic skills
    - o ESL
    - o citizenship
    - o for substantially handicapped
    - o for older adults
    - o home economics
    - o health and safety

- Should respond to unique local needs by providing, through fees or other (nonpublic) local support, the following community services:
    - o avocational courses
    - o recreational courses
    - o community and cultural events
    - o community and civic center functions

## C. STATEWIDE PRIORITIES AND ACCREDITING STANDARDS

There is a great deal of overlap between the statewide priorities and the accrediting standards. Thus, when addressing statewide priorities, it is possible in many cases to simply make reference to material developed for the accreditation self-study.

It is likely also that the analysis suggested for evaluating statewide priorities may be of use in the self-study. For instance, information developed to assess the component "open admission" should be useful for addressing accrediting standard 1B.1 where an assessment of the college community is required.

The topical headings from the statement of statewide mission and the related accrediting standards are:

| Priority | Accrediting Standard |
|---|---|
| • Open admission | 1B.1, 1B.5 |
| • Assessment, Placement, Followup | 2A.6, 2C.3, 2F.2, 4, Eval. Act. #8 (p. 17) |
| • Program Evaluation | 1B.1, 2, 1B.5, 3, 6, 7, Eval. Act. #5 (p. 10), Eval. Act. #1-11 (pp. 16-17) |
| • Transfer Programs and Articulation | 2A.4, 2B, 2D, 3, 4B.4, 4B.12, Eval. Act. #10 (p. 17) |
| • Vocational Programs | 2A.5, 2B.3, 2B.4, 3, 4B.4, 6, 7, Eval.Act. #1 (p. 16) |
| • Liberal Arts/General Education | 2, 3, 6, 7 |
| • Student Services | 4, Eval.Act. #1-6 (p. 24) |
| • Remedial and Basic Skills | 2A.6, 4, Eval. Act. #8 (p. 17) |
| • Continuing and Community Education | 2I, 5A |
| • Community Services | 5, Eval.Act. #1-5 (pp. 26-27) |

## D. EVALUATION GUIDELINES

(Example analyses for each priority are contained in Section E. Analytical steps contained in these guidelines are listed in Appendix B.)

- Community college districts have a responsibility to provide open admission without regard to race, ethnic or national origin, sex, age, disability, sexual orientation, or prior educational status or any other unreasonable basis for discrimination.

Evaluation of this priority begins by comparing community college enrollment to the adult population of the college's service area, adjusting for the existence of other educational suppliers: (1) over time (1970 and 1980 census, (for example), (2) in comparison with colleges in California, and (3) in relation to norms determined locally by reviewof community educational needs.

Underrepresented groups are identified by looking at enrollment/population ratios for specific groups, defined by location and by sociocultural, economic and demographic (race, ethnicity, age, gender) status. Reasons for underrepresentation are then identified and analyzed.

- Community college districts should promote academic standards and student achievement by:
  - o appropriate assessment, placement, instruction, and follow-up activities

Specific strategies employed by the colleges to evaluate, counsel, advise and direct students into courses and programs should be analyzed. This includes ways colleges are improving learning opportunities for students with special needs such as the disabled, academically unprepared or less capable, and economically disadvantaged.

Much of the analysis of the priority is undertaken under Accrediting Standard 2C.3, dealing with student learning capabilities, Standard 2F.2, dealing with evaluation of student learning, and under Standard 4 which covers a variety of student services, including counseling.

- Community college districts should promote academic standards and student achievement by:
  - o program evaluation

Program evaluation can ask two basic questions:

(1) Is the college delivering its programs in the most effective fashion possible?
(2) Is the college delivering the right balance of programs?

Instructional excellence can be evaluated largely through

the standards of accreditation, especially Standards 2, 3, 6, and 7, dealing with programs, staffing, learning resources, and facilities. Standards 2B and 2C suggest the need for on-going program review and improvement. Review techniques employ both quantitative (WSCH per faculty, cost per ADA, etc.) and qualitative (general trends, peer assessment, etc.) measures.

Delivering the right programs suggests the need to match (or balance) the objectives of the college and the needs and preferences of its constituents.

Accrediting Standard 2A deals with the need for a curriculum to be consistent with college and district objectives. Analysis of program balance matches the curricula and services a college is equipped to provide with the needs and preferences of individuals in a college's service area (see Accreditation Standard 1B) and with the present and future structure of local and regional labor markets. This evaluation must recognize the work of other local educational suppliers. An effort should be made to assess expected future, as well as current, needs and preferences.

Any one or all of several classifications may be used to group data where instructional programs are being compared with the needs and preferences of those in the college/district's service area:

(a) by student type:
    - disabled
    - disadvantaged
    - other;

(b) by student objective:
    - transfer
    - occupational
        - first employment
        - upgrading
        - retraining and/or career change
    - other; or

(c) by subject area of program:
    - aggregated from TOP, CIP or other taxonomy.

This general evaluation of college programs is extended to a slightly more specific level in priorities (4) transfer, (5) vocational, (6) general, and (9) continuing and community education.

---

- Community college districts will provide transfer programs which are carefully and continuously articulated with collegiate institutions and the high schools.

---

The quality of the transfer program can be determined through accreditation, by reviewing the competence of staff, adequacy of the curriculum, level of counseling, and the effort by the college at articulation with high schools and

senior institutions. Within accreditation, transfer programs are evaluated through articulation efforts under Standards 2A.4 and 2B.1, and counseling under Standard 4B.4 and 4B.12.

Quality may also be measured by the progress (i.e., intra-term, inter-term, inter-year persistence) and performance (g.p.a., cognitive and affective skills added, etc.) of students enrolled in transfer programs.

Outcomes can be measured by the rate and success on the part of those who desire to transfer: (1) over time in the college, (2) in comparison with other colleges, and/or (3) in comparison with some norm. The "transfer rate" compares those from a cohort of students who actually transfer with those from the same cohort who declare they wanted to transfer or who declared and took the needed courses (excluding those who took the wrong course pattern). Success may be measured by comparing the g.p.a.'s, time-to-degree (in upper division) and subsequent citizenship, employment or advanced education of transfer versus "native" students, adjusting for students' ability (original eligibility, for example).

---

- Community college districts will provide vocational programs to prepare students for entry-level employment, occupational advancement, and career change. These programs:
  - o are articulated with secondary and advanced programs
  - o confer associate degrees
  - o confer certificates for work leading to early employment
  - o support continuing reentry education
  - o ought to involve joint programs with business, industry, labor and government.

---

Assessment of this priority can include at least six possible steps: (1) identifying students' objectives, (2) measuring changes in students while they are enrolled, (3) reviewing the program's effectiveness through the accreditation standards, (4) examining the relevancy of specific programs, (5) determining the perceptions of both program providers and users, and (6) conducting (followup) studies of students once they have completed their programs. In addition, there should be a review to determine the degree to which the five conditions regarding vocational programs are being met; i.e., are they articulated with secondary and advanced programs, etc.

Institutional and student performance in occupational programs can be evaluated in the same way for both degree and certificate work. Student objectives need to be identified (to separate occupational from transfer and other students) so as to accurately assess student performance. This identification can be based on student declaration, the pattern of courses they take (the SAM concept), and possibly, by their demographics (certain kinds of students are more likely to have certain objectives than are other kinds of students).

Once their objectives are identified, students may be assessed by measuring the change (from initial enrollment to completion) in their cognitive attributes, such as knowledge, thinking ability, and educational achievement; affective attributes, such as motivation, attitudes, and habits; and basic intellectual skills. This may require the use of standardized competency tests at entry and exit. Proxies for measuring student achievement include intra- and inter-term persistence and grade-point-averages.

Additional assessment of the quality of occupational programs can be accomplished by use of Accreditation Standards No. 2 (particularly 2A.5), 3, 4, 6, and 7 that deal with programs, staffing, support services, learning resources, and facilities. For instance, are learning resources, such as the computer center, adequate and are they fully utilized? Is available equipment up-to-date with current technology?

Assessing the conduct of programs is a necessary, but not sufficient, criterion for this evaluation. It is also crucial that the appropriate kinds of programs be offered. This is accomplished by comparing college curricula and services with the needs of individuals in a college's service area (see Accreditation Standard 1B). For occupational programs, information on individual preferences for programs and courses must be supplemented by information on the present and future structure of local and regional labor markets. Due recognition should be made of the existence of other local educational suppliers.

Perceptions about the programs held by students, staff, and using employers can add to the evaluation. A typical approach is to ask these individuals (a) what they think these programs ought to accomplish and (b) the degree to which these accomplishments are being realized. (This approach is essentially that used in the Community College Occupational Program Evaluation System or COPES activity.) The perceived gap between what ought to be and what is, particularly if referenced to specific programs, can be useful. However, it must be supplemented by other, more objective, information.

A final part of the evaluation involves collecting information on students after they complete or leave a program. Generally termed "followup," much of this information is required by the federal Vocational Education Data System (VEDS) reporting. Among the relevant measures are the number and/or rate of job placements, advancements, or improved productivity among those who complete these programs. Do students work in the field for which they are trained? Also of particular interest is the relative ability of these individuals to adapt to changes in technology or in the labor market. Finally, are the general skills imparted such that students can function as responsible citizens?

- Community college districts will provide liberal arts programs and general education courses that:
  - o contribute to associate degree programs and/or
  - o are designed to broaden knowledge, skills, attitudes, to develop analytical ability and critical thinking and to foster interest in life-long learning in the educational, scientific, and cultural fields essential for effective participation in a complex society.

Evaluation of this priority can, to a large extent, be based on Accreditation Standard 2, especially 2A.1 to 2A.4, dealing with appropriate degree and certificate programs, introducing students to major fields of knowledge, and preparing students for transfer. Also particularly pertinent is 2A.7 to 2A.10, in reference to degree and certificate programs, review and evaluation, and the development of critical abilities.

Evaluation can also include perceptions of transferring students comparing courses offered by the college to related or similar courses offered in the four-year colleges and universities. Another measure of effectiveness could be the extent of involvement in cultural, civic and educational activities after student completion of liberal arts and general education courses.

- Community college districts will provide student services to meet identified needs of student development, such as:
  - o assistance in matters of admission, financial aids, and job placement
  - o diagnostic testing, evaluation, and monitoring of student progress
  - o academic, career, and personal counseling as related to the student's education
  - o articulation with high schools and collegiate institutions
  - o student activities

The functions for this priority are substantially the same as those expressed in Standard 4. Thus, the same data used to respond to this priority will also provide adequate coverage of Standard 4. In addition, other state objectives such as #1, Access; #2, Assessment; and #4, Transfer, overlap with this complex priority and much of the evaluative material used for those priorities are also applicable here.

The kinds of questions that are raised for this priority vary considerably. They range from process analysis to outcome. The college needs to know: Are students being adequately served in the admissions process? Is the local population aware of the services and programs the college offers? Are student financial aid needs being met? Can improvements be made in the job placement service, and if so, which ones would be most beneficial? Are the counseling

methods used by the college the most appropriate ones, and if not, are changes feasible?

Assessing this priority includes evaluation measures such as: (1) determining number of students served in each function, (2) perception of students as to service quality, (3) ratio of staff to students, (4) workload of staff, and (5) effectiveness of service. At a minimum, these measures can be illustrated over time based on college records. As documentation becomes more complete, however, colleges can begin to compare themselves to similar colleges and/or statewide norms.

---

- Community college districts should provide remedial and basic skills education for students needing preparation for community college-level courses and programs, including:
  - o remedial courses for those with educational deficiencies
  - o developmental courses for those with special learning problems
  - o ongoing diagnostic programs

---

Several questions need to be answered in this evaluation. Do such programs exist at the college? If so, are courses well-designed and well-taught? Has the college examined alternative instructional methods, including self-paced instruction and mastery learning? Is a learning resources center available? Does the level of offerings address the level of need? Are guidance, counseling and probation used to help students? Are programs articulated with other institutions?

Do programs serve those with deficiencies in learning skills and special learning problems, as well as those students who simply lack adequate preparation for specific courses?

Most of the analysis for this priority is performed during the accreditation self-study, particularly the work for Standards 2A.6 and 4.

---

- Community college districts should provide noncredit (continuing and community education) classes, in response to state and local needs under Education Code Section 84711 and local delineation of function agreements including:
  - o parenting
  - o basic skills
  - o ESL
  - o citizenship
  - o for the substantially handicapped
  - o short-term vocational
  - o for older adults
  - o home economics
  - o health and safety

---

Evaluation measures for this priority are analogous to those for programs preparing students for employment. A major

difference however, is the greater need here to accurately assess (a) the specific needs of the community (those within the college's service area) and (b) the existence of other local suppliers (such as K-12) of these same educational services. Another difference is the use of measures of citizenship, rather than employment, to assess learner outcomes. Such measures include political participation, charitable and civic work, informal education of children, consumer capability, and general communication skills, among others.

Information from the self-study of Accreditation Standard 2I is particularly relevant here.

---

- Community college districts should respond to unique local needs by providing, through fees or other (non-public) local support, the following community services:
  - o avocational courses
  - o recreational courses
  - o community and cultural events
  - o community and civic center functions

---

Evaluation of this priority can be accomplished by summarizing the self-study information developed under Accreditation Standards 5A through 5D.

## E. EXAMPLE EVALUATIONS

The following examples describe hypothetical evaluations of the ten priorities within the statewide mission statement of the Board of Governors. While the examples were constructed to approximate real world conditions, the particular circumstances described represent just one of many possible situations. Each example presents a possible analysis and problem identification without attempting to present solutions.

The examples may be used with the following questions in mind:

1. Are data available for a similar analysis in your college?
2. If similar data are not available, what kind of proxy information might be used?
3. If data are available, how would an analysis of your college differ from the example?
4. What important factors have been omitted from the example evaluation?
5. What statistical or other analyses may be used for deriving conclusions of the kind shown?
6. How could the examples be improved by your experience?

EXAMPLE EVALUATIONS

- Priority: Community college districts have a responsibility to provide open admission without regard to race, ethnic or national origin, sex, age, disability, sexual orientation, or prior educational status or any other unreasonable basis for discrimination.

General

District X is an urban multi-college district with responsibility for continuing adult education in its community. Its enrollment/population (E/P) ratio in 1970 was greater than both the statewide average (expected in view of the adult education responsibility) and the average of six similarly situated districts (not necessarily expected) as shown in Figure A.

While the '70 enrollment coverage was relatively high, the trend since has lagged. Had the district increased its enrollment in a fashion similar to its comparison group, it would enroll one of every five adults or 20% of its population. This is some 15,000 students greater than the actual enrollment during Fall 1981. While the X's .12 E/P is significantly higher than the statewide E/P of .08, district policymakers conclude there has been a decline in their enrollment performance, as measured by the E/P ratio. Why has this occurred?

Several factors appear to account for much of the E/P drop:

(a) A stable and aging service area population; P grew by 5% between 1970 and 1980 as opposed to 15% in the comparison districts and 25% statewide,

(b) The emergence of numerous proprietary institutions in district X's service area, particularly after 1975, and

(c) development, throughout the 1970's, of programs in local adult schools.

FIGURE A

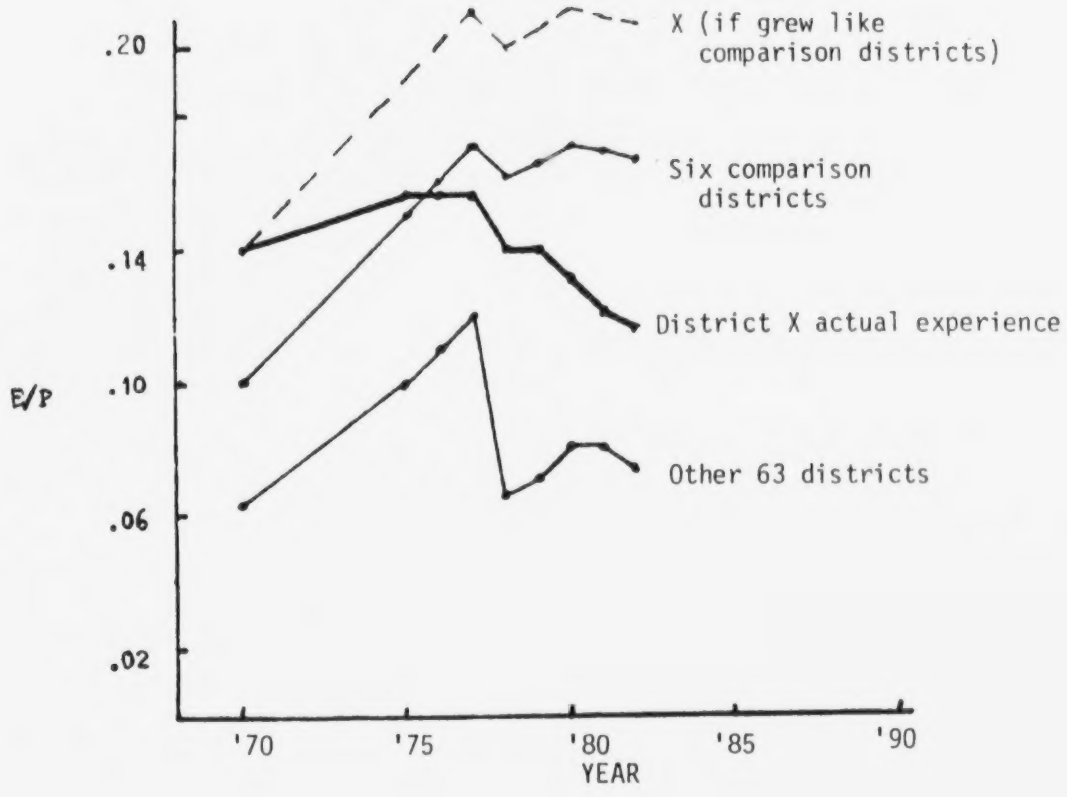
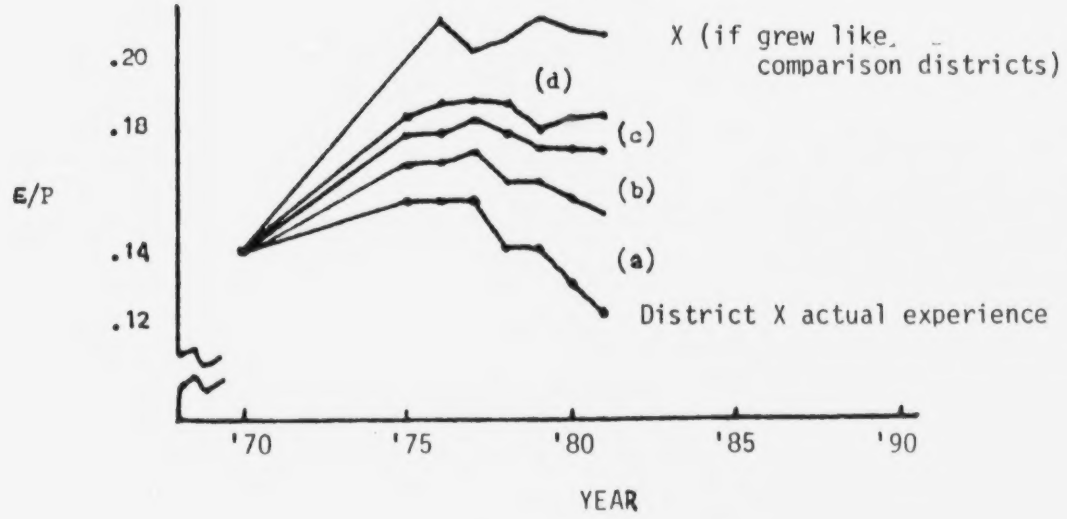



FIGURE B



Factoring out the impact of (a), (b), and (c), the district finds that there is still a significant drop in its E/P ratio relative to comparable districts as shown by area (d) in Figure B.

Further analysis reveals that this gap (d) can be explained largely by three additional factors:

(1) a decline in veterans enrollment following 1975 that was not experienced to the same degree in either the comparison districts or all other districts,
(2) a significant shift from family to single or childless households between 1970 and 1980, and
(3) a significant influx of Indochinese refugees beginning in 1978.

Specific

A parallel analysis is made by district X of various subpopulations in its service area with the following conclusions:

(a) after large increases in the early 1970's, the district's E/P ratio among those below the poverty income level declined significantly after 1974,
(b) the E/P ratio among the district's disabled population increased dramatically since 1974,
(c) Asians and Hispanics are enrolled at a rate far below that of both "comparison" and "other" districts, and
(d) enrollment rates of Blacks, caucasians, and females are comparable to those in other districts.

Needs Assessment

Consistent with Accreditation Standard 1B.1, district X conducts an educational needs assessment of those in its service area. The resulting distribution of instructional programs and support services preferred ("needed") is then contrasted with the distribution of programs and services offered by district X, adjusting apparent discrepancies by the existence of other local educational suppliers.

In summary, district X offers relatively less ESL, remediation and courses for the elderly than are preferred by its clientele. Unmet financial need appears large. Upon further analysis, it is shown that district X provides relatively fewer EOPS services to its EOPS eligibles and maintains a far smaller financial aid staff than is the case in the six "comparable" districts or in another set of ten districts with comparable proportions of their clientele below poverty. Certain of these programmatic "gaps" appear related to factors noted in the enrollment analysis.

(A more specific and detailed comparison of district X's programs and services with the programs and services needed by its clientele is performed for the statewide priority that deals with "program balance." In that case, other data on local labor market structure are also analyzed.)

Projections

Relying on extrapolation of recent demographic trends, local planning agency

projections, and reasonable assumptions about future local economic development, growth in nearby suburbs, and refugee immigration, district X concludes that:

(a) total district population will decline and age until 1988 after which these trends will be reversed,
(b) the trend toward single and childless households will continue throughout the 1980's,
(c) future economic growth will take place in certain highly technical industries and will, by 1990, require skills not now in existence, and
(d) refugees will comprise an ever-increasing proportion of district population.

It is likely that, absent significant policy changes, the relative (and absolute) decline in district X's E/P ratio will continue for another five years then level somewhat.

- Priority: Community college districts should promote academic standards and student achievement by:
  - o appropriate assessment, placement, instruction and followup activities.

College/District K is a middle-sized (8,000 enrollment) single campus district in an older, inner-city setting. District population is composed equally of middle and lower-income families. Minority students represent approximately half of the student enrollment. The college is a member of the Learning, Assessment, Retention Consortium. LARC is a network of individual community colleges which work together to share activities and information as well as to focus attention on the problems and solutions related to learning, assessment and retention.

During the past three years, all entering full-time students who want to enroll in English 1A and students who want to enroll in particular occupational programs have been required to take a three-part assessment test in the areas of reading, mathematics, and English. Part-time students (less than 12 units) are not required to participate in this testing.

While counseling is available for all students, mandatory conferences with a counselor are required for only full-time students upon entering and students on probation. All assessed students are provided with a computer printout of their results. The printout shows the composite and individual test results, and recommended course placements in reading, English and mathematics.

Assessment tests are conducted at a test center two weeks prior to registration, scheduled daily at varying times. Since the test scoring and preliminary assessments are performed by computer, an immediate turn-around time is attained. All students are required to attend orientation sessions where the test results and recommended placements are explained.

Students who are assessed to be unprepared for English 1A may enroll in English 1A upon submission of a waiver petition signed by a counselor and submitted to the registrar. Occupational programs such as nursing, which use the test scores as part of their evaluation and selection process for entrance, may waive the test as part of their evaluation. This waiver, however, does not guarantee entrance into such programs since the selection committees consider other criteria such as course prerequisites, grade point average, academic background, and science assessment examinations.

The college undertook the assessment, guidance, and placement program not to restrict access but rather to ensure students are able to attain their educational goals by providing them with pertinent information and guidance. The assessment program should enable students to make informed educational choices appropriate to their abilities and aspirations. Under this program, students' curriculum choices should allow them to progress toward their educational objectives without the inevitable loss of time and funds caused by uninformed, unguided curriculum choices. There should also be a greater likelihood of the productive uses of the college's curriculum and resources.

Retention - English

Retention rates, comparing the course enrollments of the first census and

second census for the fall terms of the past three years appear to confirm the success of the assessment and placement process. An increase in the retention rates for English 1A courses was noted when the retention rates for these courses for the two years prior to instituting testing were compared with the retention rates for the three assessment test years (see Figure 1).

The retention rates of the past three years have increased slightly. These increases may have resulted from the adjustment of the English 1A placement cut-off scores and the success of students who were "promoted" from the developmental English courses which use the lecture/laboratory instructional mode into the English 1A courses.

A comparison of the English 1A retention rates for students who were promoted, students who entered directly (they had qualifying assessment scores), and students who enrolled by waivers indicates the assessment and placement program has been successful in increasing retention rates (see Figure 2).

GPA - English

The grade point average of English 1A courses for the two years prior to instituting testing are slightly lower than the grade point average of English 1A courses during the past three testing years (see Figure 3). Although the G.P.A. of the promoted students is slightly lower than the G.P.A. of students enrolling directly, the G.P.A. of waiver students is lower than the G.P.A. of promoted students (see Table 1). Curriculum changes have been made on the basis of the test scores and the needs demonstrated by promoted students in English 1A courses.

Retention - Nursing

A comparison of the retention rates for the nursing courses for the two years preceding the assessment tests with the three assessment test years indicates the retention rate has increased (see Figure 4). The increased retention rates most likely are a result of two uses of the test. The use of the reading and mathematics scores, in particular, during the selection process has improved the selection committee's ability to identify those students with the least likelihood of success.

Additionally, the test scores were used as a diagnostic tool to counsel and to direct admitted students into appropriate tutoring and/or courses according to academic weaknesses identified by the testing. Students who were not admitted could also obtain counseling to direct them into courses and/or tutoring according to academic weakness identified by the test results and the committee's overall evaluation.

GPA - Nursing

The G.P.A. of the nursing students has improved slightly over the past five years (see Figure 5). This improvement is believed to be from improved selection data and the tutoring program both of which are based partly upon the assessment tests.

Opportunities for Individual Enrollments

The assessment and placement program, particularly with regard to English, has improved the students' abilities to succeed by ensuring they have appropriate

FIGURE 1

COMPARISON OF OVERALL RETENTION RATES
FOR ENGLISH 1A COURSES
1978 - 1982
FALL TERM

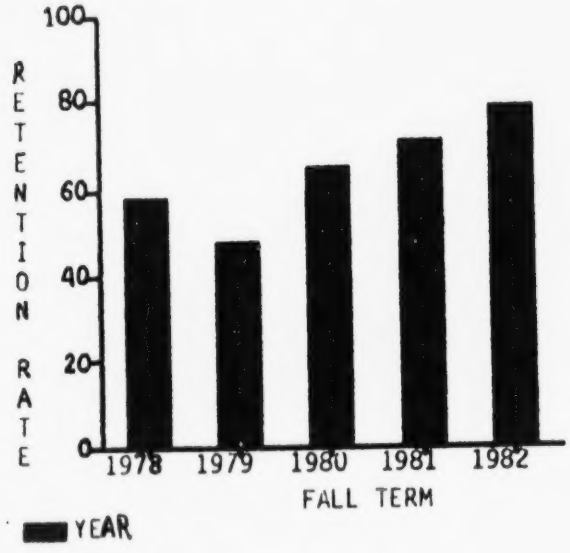



FIGURE 2

COMPARISON OF ENGLISH 1A RETENTION RATES
BY TYPE OF ENROLLMENT AND BY YEAR

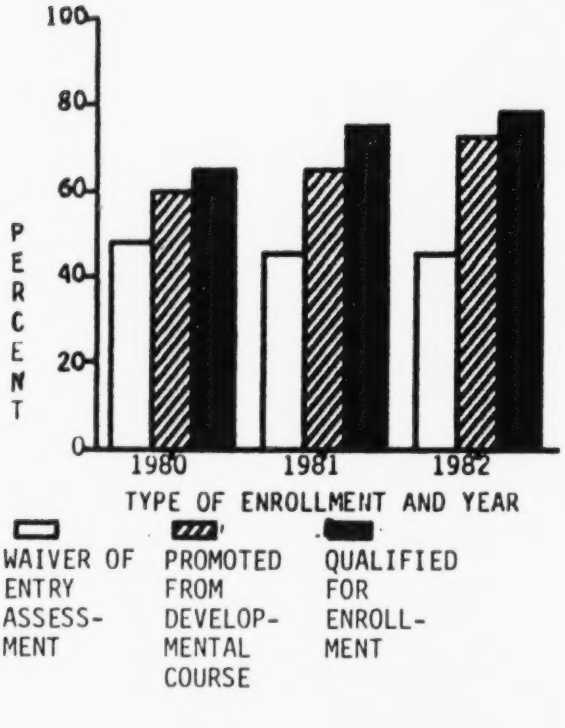


TABLE 1

COMPARISON OF GRADE POINT AVERAGE FOR ENGLISH 1A
BY TYPE OF ENROLLMENT AND BY YEAR

| | 1980 | 1981 | 1982 |
|---|---|---|---|
| STUDENTS ENROLLED DIRECTLY | 2.71 | 2.76 | 2.79 |
| PROMOTED STUDENTS | 2.43 | 2.55 | 2.68 |
| WAIVED STUDENTS | 2.11 | 2.05 | 2.07 |

FIGURE 3

COMPARISON OF OVERALL GRADE POINT AVERAGES
FOR ALL ENGLISH 1A COURSES
1978 - 1982
FALL ONLY

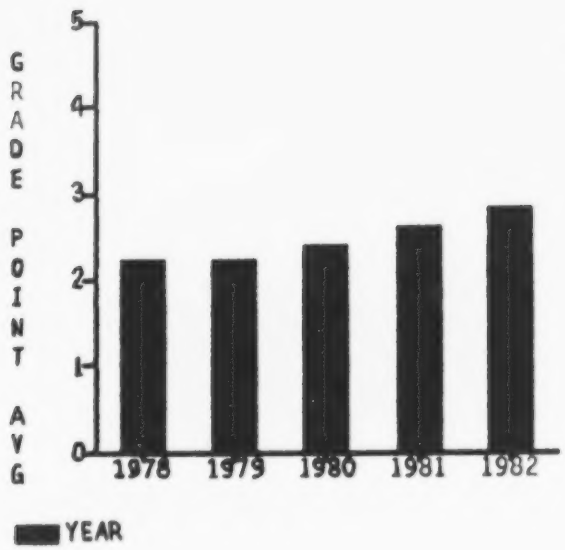


FIGURE 4

COMPARISON OF RETENTION RATES
FOR NURSING COURSES
1978 - 1982
FALL ONLY

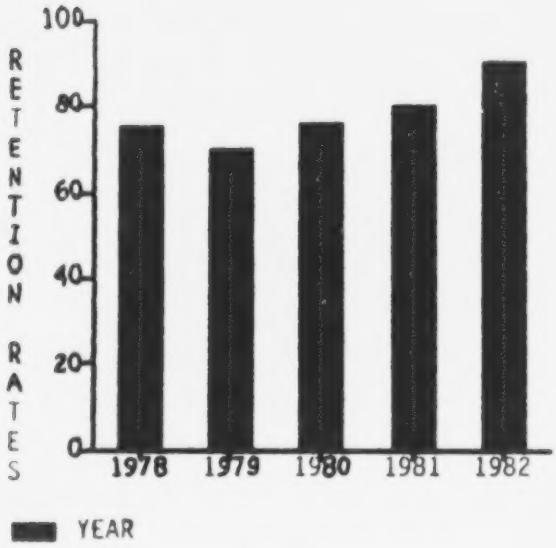
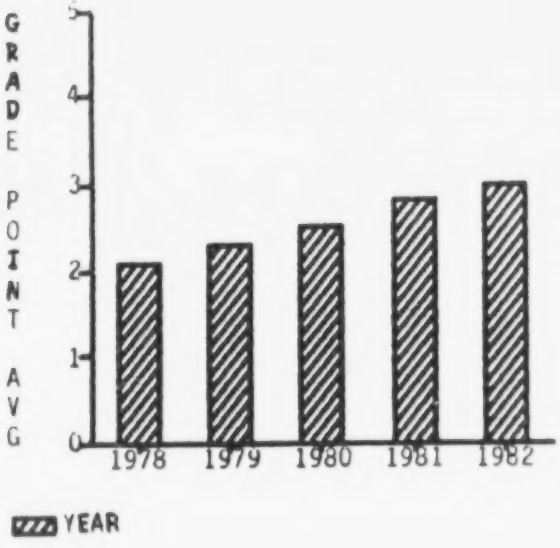



FIGURE 5

COMPARISON OF GRADE POINT AVERAGES FOR
ALL NURSING STUDENTS
1978 - 1982
FALL ONLY



preparation. The percentage of students needing developmental English has increased slightly over the past three years (see Table 2). The percentage of others who are promoted into English 1A from ESL and developmental courses has increased each year despite the increase in enrollments in developmental English courses and ESL courses (see Figure 6).

Despite the assessment process, students may enroll in English 1A through a relatively simple waiver process. With the implementation of assessment, the developmental curriculum has been expanded and changed to meet student needs. Students who are directed into ESL by the tests may also enroll in English 1A by waiver.

(See also analysis under Standards 2C.3 and 4 of the accreditation self-study for further information on these programs.)

Opinion Survey - English

Additionally, promoted students were surveyed at the completion of the English 1A courses. They were asked if and how the developmental English courses were beneficial to them in completing the English 1A course and how the courses could be improved. The English 1A instructors were also asked if they felt the developmental English courses benefitted the promoted students. All full-time students and instructors were also asked what recommendations they had for improving the assessment and placement program.

The responses from both the students and instructors about the development courses were positive. Several suggestions were made by the students and the instructors to improve the courses. Most of the suggestions were related to the need for more emphasis on reading and writing skills rather than grammar. More self-paced instruction was also recommended. These findings were presented to a select committee from the English Department who will seek to make curriculum changes as needed.

The majority of students surveyed expressed positive comments about the assessment, counseling and placement procedures. Most of the complaints by students were that the tests were inconveniently scheduled. Most students believed they benefitted from the assessment and placement program.

Further Work

Increased correlation studies involving components of the test scores, the retention rates, and the final grades will be conducted to establish the program placement scores/norms for departments who are not using, at present, the placement process. The retention rates and final grades of assessment will continue to be monitored to adjust the curriculum to student needs. A study will be conducted to examine the merits and costs of requiring all students to take the assessment tests. The college will continue to participate in LARC with special interest in the components of the other colleges' assessment, placement and developmental programs which may be adapted to college K's program, and in the performance of those who, in earlier years, would have taken English 1A directly without remediation.

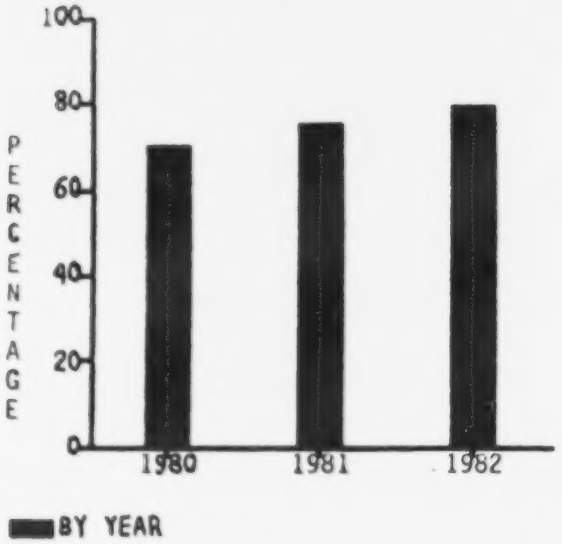
TABLE 2

NUMBER AND PERCENTAGE OF STUDENTS ASSESSED AND PLACED
IN ENGLISH 1A AND DEVELOPMENTAL ENGLISH COURSES

| | 1980 | 1981 | 1982 |
|---|---|---|---|
| ENGLISH 1A | 2,144 | 2,095 | 2,030 |
| | (60.5) | (58.2) | (54.9) |
| DEVELOPMENTAL ENGLISH | 1,398 | 1,502 | 1,667 |
| | (39.5) | (41.8) | (45.1) |
| TOTAL | 3,542 | 3,597 | 3,697 |

FIGURE 6

PERCENTAGE OF STUDENTS PROMOTED
INTO ENGLISH 1A BY YEAR



- Priority: Community college districts should promote academic standards and student achievement by:
  - o program evaluation

District Z is a large, older college in the inner city. District population is stable and unemployment has increased significantly during the past three years.

Program Effectiveness

An assessment of program quality is accomplished through Accreditation Standards 2, 3, 6 and 7, dealing with educational programs, staffing, learning resources, and facilities. Questions are raised concerning relatively large class sizes in many of Z's occupational labs and shops, small class sizes in second-year courses leading to transfer, and a relatively large proportion of equipment that is obsolete and not well maintained.

These and other observations are derived from the results of district Z's on-going evaluation process in which one-fourth of the instructional programs are evaluated each year. This process utilizes both quantitative and qualitative measures and is conducted by the faculty within the programs. Quantitative measures include the program's weekly student contact hours per full-time equivalent faculty (WSCH/FTE), faculty loads, class sizes, apportionment income and expenditures, student retention rates, and recent enrollment trends. Qualitative information includes student opinion surveys, a review of the program's objectives in relation to program need, the performance (on-the-job or in four-year institutions) of program completers, and an overall assessment by an outside team that reviews the evaluation results. Many of the observations also are derived following initial comparisons of Z's programs with those of six similarly-sized inner city colleges.

Program Balance

Further analysis is made of the results of an extensive survey of professed community educational needs along with a review of the local and regional labor market structure. A distribution of preferred programs is then developed and contrasted with a distribution of the instructional programs offered by Z (see Figure C).

Relative to the apparent need, district Z has allocated too few resources (as measured by faculty course assignments) in six of eight occupational areas, the natural sciences and adult basic skills. At the same time, it appears that too many district resources may have been allocated to social science, humanities and fine arts, and distributive (occupational) education.

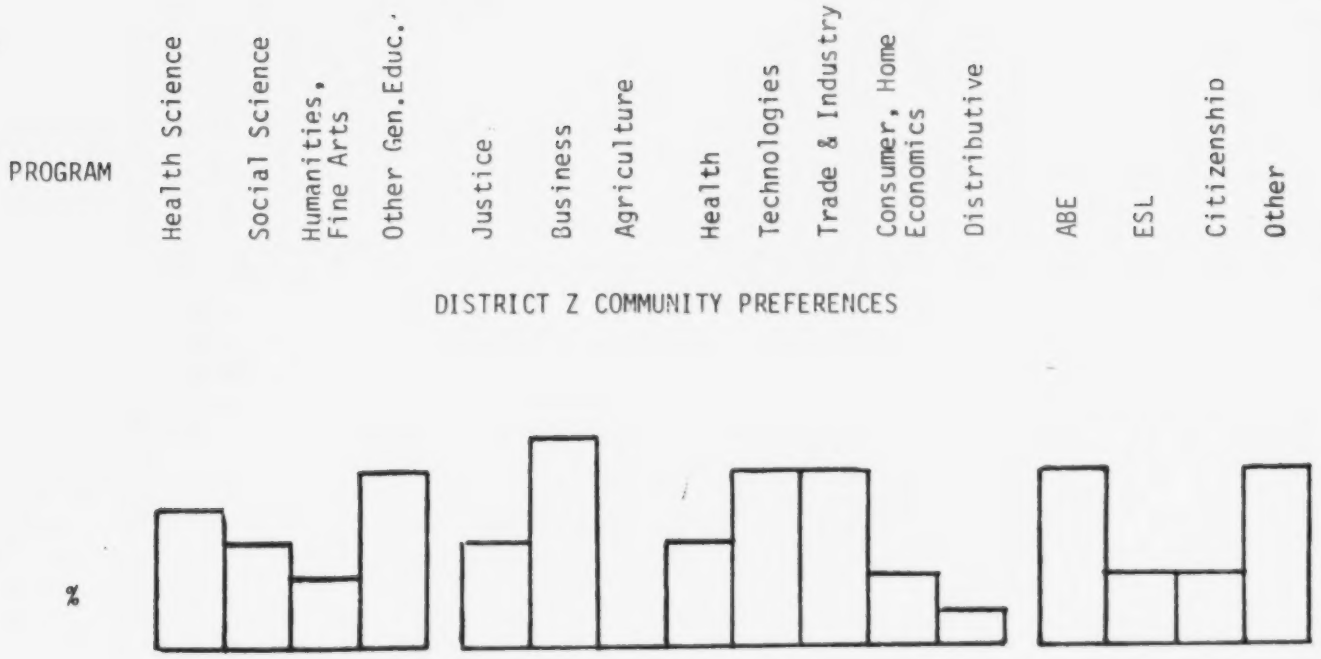
Further analysis reveals the existence in the district of a number of proprietary institutions offering programs in the occupational programs of justice and business. Consequently, Z appears deficient only in health, technology, trade and industry, and consumer/home economics.

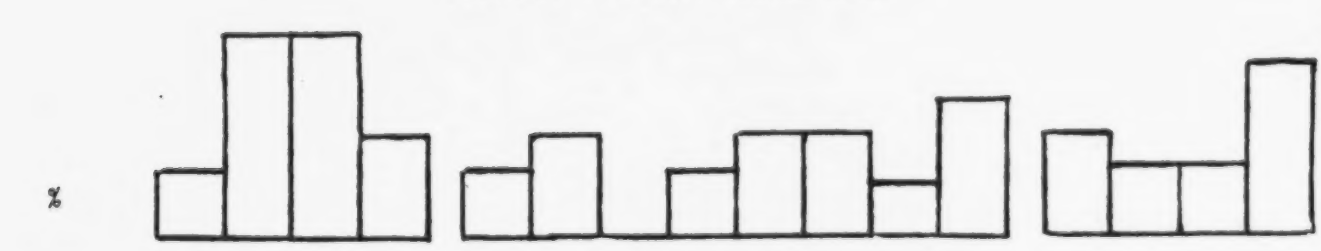
It is also noted that in those programs where Z appears to have allocated relatively few resources, Z's class sizes exceed those experienced in community colleges elsewhere. Likewise, for "over-allocated" programs, Z's class sizes

are less than those of similar programs elsewhere.

Further review is undertaken by district Z of accreditation findings bearing upon those programs that appear most "out-of-balance." Program strengths and weaknesses uncovered through program evaluation and the accreditation self-study tend to parallel the analysis of balance. That is, relatively more weaknesses are uncovered in those programs in which the faculty allocation is relatively low and in which class sizes are relatively high.

FIGURE C




| CLASS SIZE: | 35 | 20 | 15 | 26 | 25 | 23 | - | 35 | 30 | 30 | 25 | 22 | 25 | 20 | 20 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Stw: | 27 | 30 | 25 | 24 | 25 | 23 | 20 | 27 | 25 | 20 | 22 | 26 | 20 | 20 | 20 | 18 |

- Priority: Community college districts will provide transfer programs that are carefully and continuously articulated with collegiate institutions and the high schools.

Organized as a single-college district, college Y enrolls 14,000 students and is located in an older suburban setting that has already experienced its major population growth.

Rate of Transfer

Review reveals that, like other areas of the state, the district's number of annual transfers to UC and CSU have declined since 1976. This decline is modified to a degree by an increasing proportion of Y's transfer students going to private and out-of-state senior institutions. (Data here are limited to just three years, however.) Like other areas of the state, Y's 18 to 24 year-old age cohort has decreased since 1978 (see Figure D).

Using the Statewide Longitudinal Study, annual district surveys of student objectives, numbers of full-time students, and other indicators/evidence, college Y estimates that the number of students enrolled in the transfer program increased to 1975 and has since decreased to a level slightly below that of 1970.

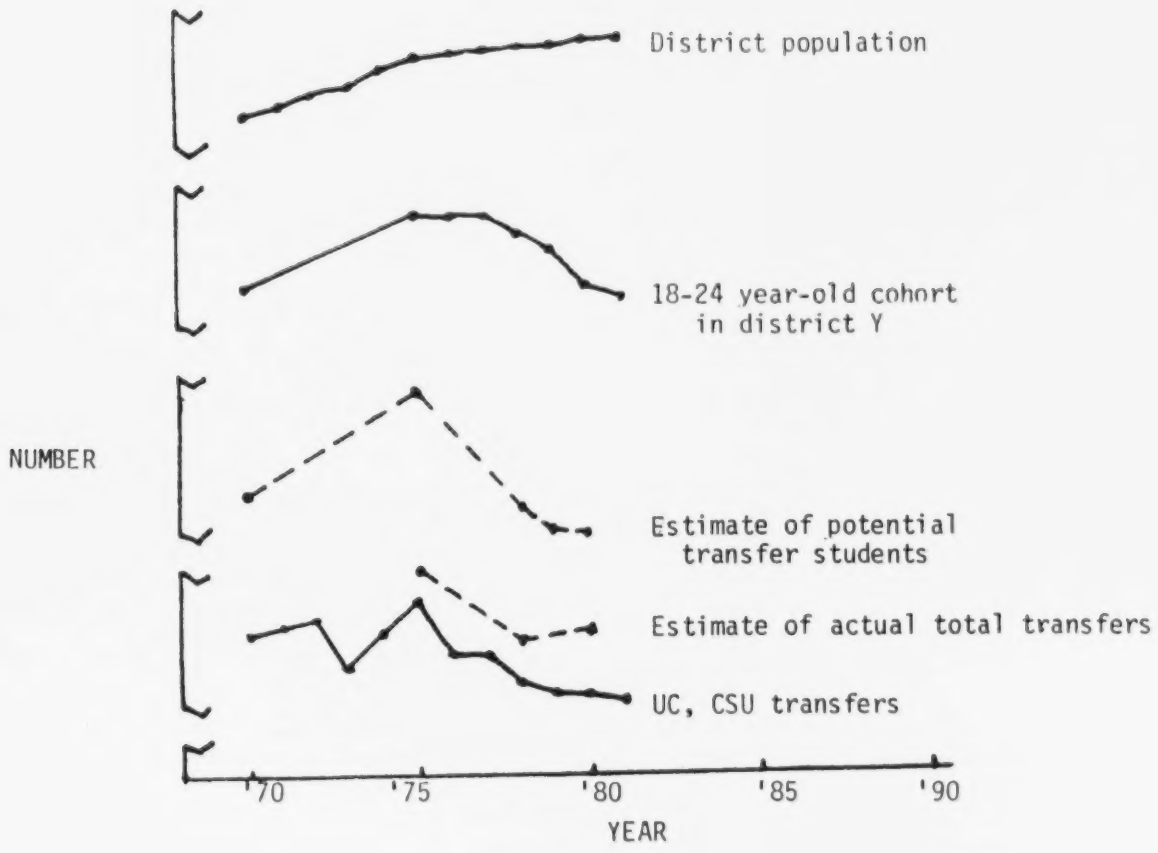
Comparing the estimated numbers of actual transfers to those enrolled, the college finds that the rate of transfer from among those enrolled for this purpose decreased between 1970 and 1975 and has since increased to a level that may be greater than that of any year during the 1970's.

Similar data from a set of ten comparable suburban districts are not available, but a casual review suggests that their experience since 1975 has been lower than that of Y.

Further study of a limited amount of longitudinal data, however, reveals significant instability in the group enrolled for transfer. That is, fewer than 30% of the transfer group persists beyond their first year, a level that is significantly below estimates of the like rate statewide and in the ten comparable districts. Further, those who do transfer spent an average of three years in lower division at Y. This exceeds similar time-to-completion rates elsewhere by one-half year.

The results appear ambiguous. The relatively low inter-term (and possibly intra-term) rates of students progress suggest that the transfer/enrollment rate may overstate college Y's performance. Further research is needed, but, in any case, the data on student progress are important to program evaluation, the topic of Accrediting Standard No. 2A.4.

FIGURE D


District population
18-24 year-old cohort in district Y
NUMBER
Estimate of potential transfer students
Estimate of actual total transfers
UC, CSU transfers
'70
'75
'80
'85
'90
YEAR

Performance of Transfers

District Y has close contact with those UC and CSU campuses to which Y's students typically transfer. Unfortunately, little is known about the other four-year schools to which students transfer from Y.

Attempts to secure data on Y's transfer students at UC and CSU are relatively successful. Efforts to obtain comparable data on transfers from the ten comparable districts are less successful.

Analysis shows that, on the average, Y's students experience a g.p.a. drop of 0.5 point during their first term after transfer to UC. By graduation, however, Y's transfers have improved their g.p.a. by about one point to a level that exceeds the average g.p.a. of native students. The average time-to-completion and the rate of completion of bachelor's degrees on the part of Y's transfers, are significantly below that of native students, however.

Review of Y's transfers to CSU reveals even higher (than UC) comparative results on g.p.a. (compared to natives), but similar results with respect to time-to-completion of bachelor's degrees; that is, Y's transfers at CSU take significantly longer to complete upper division than do CSU native students.

Efforts were partially successful in separating and analyzing those who were originally eligible (for CSU or UC out of high school) in contrast to those who were not eligible. Notably, Y's transfers appear to be made up of a much greater proportion of "originally-eligibles" than is suggested for community colleges generally from the few studies available on this topic. The higher-than-average g.p.a. rates of Y's transfers in upper division appear to be partly related to this phenomenon.

Programs

District Y's efforts at articulating transfer programs with other institutions are assessed in Accreditation Standard 2D and 4B.12. Other support services, such as counseling and guidance, are reviewed in other components of Standard 4 and in relation to the statewide objective dealing with student support services.

These analyses reveal a number of areas where improvements could be made in both the articulation and counseling functions. In several cases these findings appear to relate to the findings on transfer student success (noted above).

- Priority: California community college districts will provide vocational programs to prepare students for entry level employment, occupational advancement, and career change. These programs:
  - o are articulated with secondary and advanced programs
  - o confer associate degrees
  - o confer certificates for work leading to early employment
  - o support continuing reentry education
  - o ought to involve joint programs with business, industry, labor, and government.

General

District X consists of a medium-sized urban college (single-college district) in the southern part of the state. Students attending X typically are expected to seek employment throughout the southern area labor market region. College X's vocational program can be specifically evaluated in terms of the southern region, and more generally, in terms of the state.

Followup

College X begins its assessment by looking at "follow up" data. Vocational programs offered by X are compared with those in two similar colleges (A and B) located in the southern region and with statewide averages. Analysis of VEDS data, from the "Student Accountability Model" (SAM), on the employment status of students after completion of the vocational education programs gives college X a partial insight into the relative effectiveness of its programs.

Of the 1,746 recent program "completers and leavers," identified as having vocational goals in a sample survey by college X, the majority (59%) could not be contacted and, therefore, were designated as status unknown (see Table 1). Of the group contacted, 61% were employed in a field related to their training at college X. This compares favorably with the experience (56%) reported by colleges A and B in the southern region. However, X's rate is significantly lower than the rate reported for a statewide sample: 74% employed in a field related to their training.

TABLE 1

COMPLETER/LEAVER EMPLOYMENT STATUS (VEDS)

| COMPLETERS | STATEWIDE NO. | % | COLLEGE X NO. | % | COLLEGES A & B NO. | % |
|---|---|---|---|---|---|---|
| Universe | 150,000 | 100 | 2,519 | 100 | 5,213 | 100 |
| Sample | 110,000 | 73 | 1,746 | 69 | 3,500 | 67 |
| Employed in a Field Related to Trn. | 34,100 | 31 | 440 | 25 | 800 | 23 |
| Not Related to Trn. (Not pursuing educ.) | 8,900 | 8 | 175 | 10 | 360 | 10 |
| Not Related to Trn. (Pursuing educ.) | 1,000 | 1 | 26 | 1 | 70 | 2 |
| Unemployed (Not pursuing educ.) | 1,200 | 1 | 40 | 2 | 100 | 3 |
| Not in Labor Force (Not pursuing educ.) | 900 | 1 | 36 | 2 | 90 | 3 |
| Military Service | 100 | 0 | 8 | 0 | 20 | 0 |
| Status Unknown | 63,800 | 58 | 1,021 | 59 | 2,060 | 59 |
| TOTAL | 110,000 | 100 | 1,746 | 100 | 3,500 | 100 |

SOURCE: CHANCELLOR'S OFFICE VEDS DATA FOR PRIOR YEAR.

Expanding the comparison to include all employment, whether or not it was in the field for which individuals were trained, narrows the difference somewhat. Still, college X's placement rate (85%) is substantially below that (93%) reported in the statewide sample. This finding suggests the need to analyze specific programs at X.

Virtually all completers (98%) of the Commercial Services and Computer and Information Sciences programs and 80% of Communications program completers reported employment. By contrast, only 35% of the completers in Public Administration and 45% in Architecture were employed. In college X's other program areas, the percentages of employed completers ranged from 65% to 70%.

Balance

These findings suggested a possible imbalance in the programs offered by X. As a result, staff of college X used Course Activity Measures data from the Chancellor's Office to compare X's offerings with those at colleges A and B. Figure 1 shows the distribution of weekly student contact hours (WSCH) in vocational education programs in the three colleges.

The largest percentage differences between college X and colleges A and B are in Communications and Computer and Information Sciences (lower percentage than the other two colleges) and Public Affairs and Commercial Services (higher percentages than the other two colleges). Furthermore, it is noted that, although Architecture accounts for only a small percentage of its total curriculum, X offers twice as many WSCH in this area as the other two colleges.

College X also compares its WSCH distribution to the statewide average. (See Figure 2.) In addition, average class size for each program are compared with statewide figures. Again, the most obvious differences occur in Computer, Communications, Public Affairs, Commercial Services and Architecture. The greatest differences between college X's average class sizes and those of the state as a whole also occur in these same programs.

FIGURE 1

DISTRIBUTION OF WSCH IN VOCATIONAL EDUCATION PROGRAMS
(COMPARISON WITH COMPARABLE COLLEGES IN REGION)

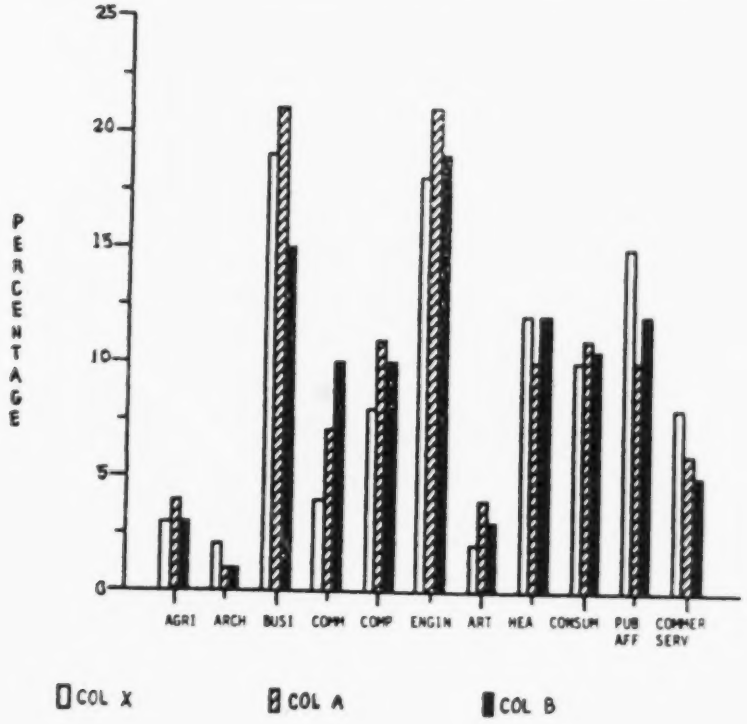
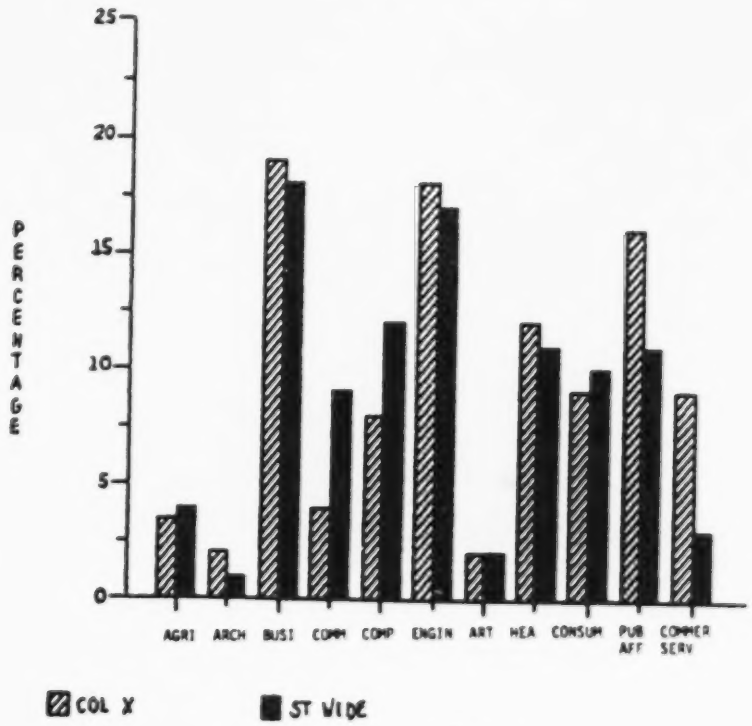



FIGURE 2

DISTRIBUTION OF WSCH IN VOCATIONAL EDUCATION PROGRAMS
(COLLEGE AND STATEWIDE)



Program Factors

The next step is to examine these vocational programs to determine if the observed differences in workload distribution are of any consequence. This examination draws, in part, from findings contained in college X's accreditation self-study, particularly Standards 2A.5, 2B.3, and 2B.4, on programs to prepare students for employment.

Classes offered in Communications and Computer Science are completely filled each term and instructors are turning away many students who would like to add these classes. These programs also are characterized by the largest average class sizes, each averaging 35 students per class (see Figure 2). Both figures are substantially higher than the statewide averages reported for these disciplines.

Further information is provided by a review of the southern region "Job Opportunities by Occupation and Percent Change in Employment" (issued by the Employment Development Department) which lists the available occupations and the fastest growing career fields. This review shows that job opportunities have been expanding rapidly in both Communications and Computer Science throughout the southern region. It appears that growth in college X's course offerings has not kept pace with demand.

College X provides relatively more student hours in Commercial Services than does either college A or B, the two comparable institutions in the southern region. Despite this, Commercial Service classes at college X are filled and instructors report many requests from students to add further sections. Substantiating the high demand for classes in this program area is the above-normal average class size of 32. The same EDD job report shows that Commercial Services is the fastest growing occupational category in the southern region. Therefore, even though college X's percent of WSCH in Commercial Services is higher than comparable colleges and statewide averages, the demand for these courses and the job opportunities available in the region clearly justify these differences and suggest the need for further expansion.

An examination of the Architecture and Public Affairs programs shows that classes are often not filled and that many students drop out before completing the term. Class-size averages in these programs are relatively low. In addition, the EDD report indicates the availability of jobs in these areas will be somewhat limited. This suggests that the amount of resources allocated to these two programs may be too great and might be used to better advantage elsewhere.

Further Work

By utilizing EDD's labor market information for the region in conjunction with comparisons of program offerings with other colleges and the state, college X has identified possible program weaknesses and strengths. More in-depth examination is warranted, particularly for the five programs noted above. This examination can be based on the accreditation self-study; review of perceptions of students, faculty, and potential employers; and a rigorous program review process that is on-going at the college and involves both quantitative measures of factors such as costs as well as qualitative measures.

Continuing its analysis, college X notes that it offers Associate Degrees in 53 areas of study and certificates in 38 program areas. All such programs have

been designed with the help of advisory committees and are reviewed periodically for conformance with industry standards. While college X's service area does not have a large industrial base, training programs are offered through both CWETA and cooperative work experience programs, the latter enrolling approximately 500 students each term. The most successful linkages with business and industry, however, have been established through contract education. This is the most rapidly growing component of X's vocational education curriculum.

Other programs include training workers displaced by the closure of a large local industrial plant (a cooperative effort with EDD), an Administration of Justice Program, and nursing programs, the clinical training for which occurs at local hospitals.

- Priority: Community college districts will provide liberal arts programs and general education courses that:
  - o contribute to associate degree programs and/or
  - o are designed to broaden knowledge, skills, attitudes, to develop analytical ability and critical thinking and to foster interest in life-long learning in the educational, scientific, and cultural fields essential for effective participation in a complex society.

General

College M is a small, recently-established college in a two-college district. The district serves a population of roughly 400,000. Two-thirds of the population in the service area are located in incorporated cities; the remainder are generally characterized as rural. The race/ethnicity of the area is different from that of the state as a whole. District population is 84% White, 8% Hispanic, 4% Asian and 2% Black. The 3,000 enrollment at college M reflects this local racial/ethnic community make-up with 82% of the students reported as White. (See Figure 1.) This contrasts with the statewide community college student distribution which is 63% White, 13% Hispanic, 9% Asian and 9% Black.

College M's student body is predominately male with only 34% female. This two-thirds male ratio differs greatly from the statewide student population breakdown of 45% male and 55% female. It also differs significantly from its counterpart in the district which, with 46% and 54% respectively, conforms to the statewide average. A less than average percentage of M's students are full-time (17% compared to the state average of 23%) while a larger percentage are younger (17% are 18 years or younger compared to the state average of 10%) and a smaller percentage are 50 years or older (4% and 10%, respectively). The typical students at the college, then, are white young males who live in the city and attend school part-time.

Educational Programs

Since the college is located in a highly industrialized area and the need, as expressed by the community, is for job training and development of employment skills, the emphasis has been to provide an opportunity for students to prepare for entry into the workforce and to upgrade current working skills. (This emphasis explains the high proportion of male enrollment. Despite strenuous outreach efforts by the college to attract female students, the proportion of males has remained constant over the past five years.)

Thus, the primary focus of the college has been and still is on occupational programs. An example of this focus was evident from the start-up of the college, when eight vocational programs were transferred from the established college in the district to college M, the new one. These transferred programs illustrate the breadth of M's occupational offerings; i.e., Architechural Graphics, Drafting Technology, Computer Technology, Electronics Technology, Industrial Technology, Real Estate, Surveying, and Technical Scientific Illustration. At the same time, college M offers a variety of general edication and liberal arts courses designed to fulfill the needs of students desiring to obtain two-year degrees and/or transferring to four-year institutions or who wish to broaden personal knowledge and educational skills.

Figure 1

PERCENT DISTRIBUTION BY GENDER AND ETHNICITY
FOR COLLEGE M AND STATEWIDE
1983-84

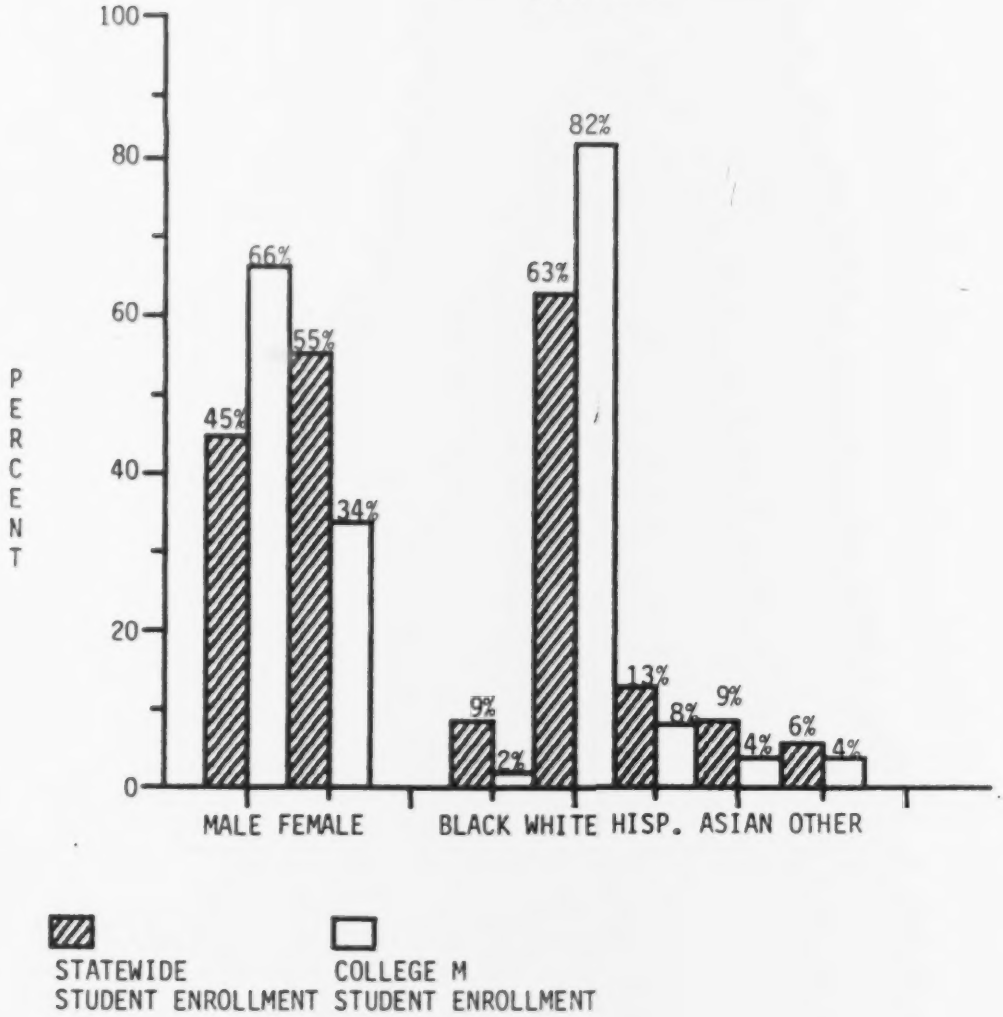


Figure 2 presents college M's distribution of program offerings in relation to the statewide average. The differences are readily apparent; nearly two-thirds of all courses are in occupational programs compared to the usual one-third. Conversely, they offer significantly fewer transfer courses than the average. It is only in compensatory courses that they fit the statewide norm.

As indicated above, college M was built with a very specific vocational purpose in mind, and based on community needs analyses conducted periodically, appears to be adequately serving those needs. Since its inception the college has primarily provided vocational education programs to the area and it has been distict policy for college M to furnish occupational courses while the other college concentrated on courses aimed at students seeking transfer, two-year degrees, and a general education.

The result of this district policy has been a very unusual kind of college. Notwithstanding these differences, however, college M still performs the overall function of providing general education and liberal arts coursework to its students, although on a more limited basis than most colleges. It is necessary that these programs are available, not just for the transferring student or for those seeking a two-year degree but also in conjunction with its typical vocational education student. One of the college's major objectives is for students -- whether intending to complete a transfer program, obtain a degree or certificate, or merely to take a few specific courses for personal enrichment or to gain functional work skills -- to have the opportunity to enhance their knowledge and expand their educational horizons through the overall spectrum of a variety of quality courses.

## Student Satisfaction

College M conducts an annual survey of its students during registration to determine whether the courses offered are meeting student needs. Every third student registering receives a questionnaire and is asked to complete and return it with the registration materials. This sample would roughly assure those analyzing survey results that (at a 95% level of confidence) the results would be within + or - 2 percentage points of how the entire student enrollment would respond.

Each year, the response rate hovers around one-third, about 300 students. General questions about gender, age, ethnicity and other factors on the survey allow for an analysis of response bias. For the past three years, there has been no significant difference between the characteristics of the survey respondents and the entire student enrollment.

The most recent response to two of the survey's questions are shown in Table 1.

Figure 2

PERCENT DISTRIBUTION BY COURSE CLASSIFICATION
FOR COLLEGE M AND STATEWIDE
1983-84

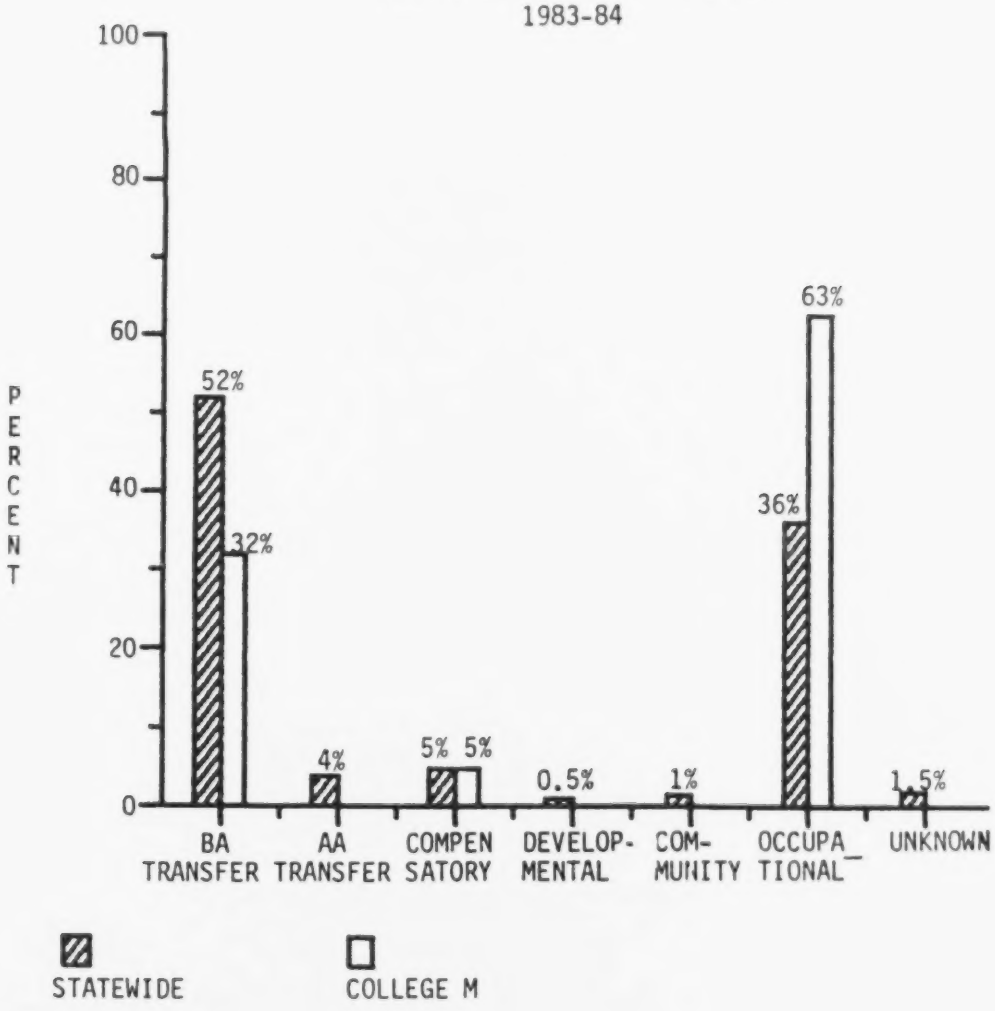


TABLE 1

STUDENT SATISFACTION FOR CLASSES OFFERED
Fall 1985

TYPE OF CLASSES OFFERED ARE:

| Category | Percent |
|---|---|
| Excellent | 35 |
| Good | 40 |
| Fair | 20 |
| Inadequate | 3 |
| In Need of Change | 2 |
| | 100 |

SHOULD OFFER MORE COURSES IN:

| Category | Percent |
|---|---|
| Liberal Arts | 2 |
| General Educ. | 5 |
| Humanities | 2 |
| Adult Educ. | 3 |
| Vocational | 35 |
| Community Service | 3 |
| No Change | 50 |
| | 100 |

These percentages tend to reflect a relatively high degree of satisfaction withthe types of courses provided by the college. Three of four students responding found that courses met their needs - in a fashion that was either excellent or good. Although only 2% indicated a change was needed, half (when asked) felt there should be more courses. One-third of those who felt this way wanted more vocational education courses. Less than one in ten respondents indicated a need for more courses in the liberal arts, general education, or humanities.

## Next Steps

While these results are generally reassuring, college M plans, at the next registration, to analyze further the perceptions of the one-fourth of its students who feel that the kinds of classes offered are only "fair, inadequate or in need of change." Several other studies and activities are planned as well:

(1) a review of trends in the college's associate degrees granted;
(2) an assessment of the community's perceived needs for postsecondary education;
(3) follow-up of both vocational and transfer students, concentrating on the adequacy of the general or liberal arts component of those former students' work while at college M;
(4) a comparison of the general education programs and courses at college M with those at similarly-sized and -located colleges to determine the consequence for students, if any, of M's more limited curriculum;
(5) a survey of the faculty in college M's liberal arts and humanities departments to determine their views about the adequacy of the curriculum; and

(6) work with faculty to develop standardized instruments to test for changes in students' attitudes and in the skills of analysis and critical thinking while enrolled. These results would be combined with those of other surveys to help assess the quality of the general education curriculum at college M.

- Priority: Community college districts will provide student services to meet identified needs of student development, such as:
  - o assistance in matters of admission, financial aids, and job placement
  - o diagnostic testing, evaluation, and monitoring of student progress
  - o academic, career and personal counseling as related to the student's education
  - o articulation with high schools and collegiate institutions
  - o student activities.

General

College A is a small suburban college (3,500 enrollment) in a multi-campus district and is composed of both middle and lower-income residents with minority students representing approximately 18% of the enrollment. This ratio of minority to white students is approximately half that of the 37% statewide average. Females comprise 55% of the student population.

To evaluate student services, college A decided to focus on four main functional areas: Admissions and Records, Counseling and Guidance, Financial Aid, and Job Placement. For each of these selected areas, the college reviewed objective as well as subjective data. Examples of objective data are numbers of counseling contacts, numbers of students enrolled and percentage of students receiving financial aid over time or in comparison with either similar colleges or statewide norms. Examples of subjective data are student and staff perceptions of the service provided. This type of information is usually collected through survey research questionnaires and/or personal interviews.

Sampling is a key technique of survey research. As a general rule, at least 100 respondents representing a particular group are required before reliable conclusions can be reached concerning that group. Consequently, in determining the sample size the researcher must allow for nonrespondents. One response for every four or five questionnaires can be expected for a survey conducted by mail, without further contact. This requires a sample of approximately 450 to 500 students. To decrease the expense of preparing and mailing questionnaires, colleges may simply hand out the survey to students receiving the particular service and request an immediate return.

Another concern in survey research is that the sample is selected in a random manner; that is, every student sampled has an equal chance to be selected. Otherwise, the conclusions derived from the survey responses may be biased and/or unreliable. For the college handing out the questionnaires, an easy method is give it to every third (or fourth or fifth, etc.) student. Each service undergoing evaluation should be accurately represented by varying times of day and applicable locations. For example, counseling services provided for financial aid, career, assessment, etc., could be located in different areas on-campus or off-campus. Also important is an accurate representation of the percentage of students served in each location.

College A, participating in the Student Services Program Review (SSPR) project, elected to primarily use the document, Objectives, Criteria, Measures and Methods. As advocated by SSPR, the college conducted a student survey in

each of the four functions undergoing evaluation.

The college randomly passed out 150 questionnaires (to every third student using the particular service and they made sure that the varying times of day and locations were adequately represented). Students were given instructions to return the completed questionnaire upon their return to campus. The college assumed most students would complete and return forms associated with a service they had received and the expected response was two out of three, or 100 forms. However, many students did not bother (or forgot) to return the questionnaire and the result was a minimal response. Thus, although the college reported student perceptions as indicated in the surveys, the small number of responses precluded reliance upon the accuracy of the findings. (It was decided that in subsequent years, as a means of assuring adequate response, students would be asked to complete and deposit the questionnaire prior to leaving the building.)

Admissions and Records

Activities related to the Admissions and Records function overlap those related to objective #1 -- Access. For example, included under Admissions and Records is the responsibility to provide clear and concise information to all members of the community, and to admit and register all students in a timely and accurate manner; i.e., the college is accessible. Other activities of this function are to store, maintain and retrieve records in an efficient, accurate and secure manner and to report attendance and student characteristics data to the appropriate agencies.

College A reviewed and assessed its procedures for admission, maintenance and retrieval of student records and its methods of providing clear information to students. The ratio of clerical staff (FTE), approximately one for every 1,000 students, has been unchanged for the past five years. However, new regulations for admissions and records have increased the workload by about one-fourth. Therefore, the clerical formula should be revised to one FTE for each 750 students. Additionally, responsibilities for maintenance and retrieval of student records have increased to the extent that space utilization, computer on-line terminal service, and record handling must also be improved.

Regarding procedures to provide clear information to students, college A found there are problems due to lack of resources for monitoring those on academic probation and for providing the subsequent counseling services that are required. This lack of resources also prevents adequate follow-up of students who repeat classes.

The student survey conducted by college A for the area of Admissions and Records showed the following:

TABLE 1
Rating By Students Who Have Used The Service: Admissions And Records

| STUDENT USE | | STUDENT RATINGS | | |
|---|---|---|---|---|
| | | Students | | Rating |
| No. of Students | No. of Times | Number | Percent | Categories |
| 49 | 1-2 | 22 | 25.9 | Excellent |
| 21 | 3-4 | 34 | 40.0 | Above Average |
| 15 | 5 Plus | 24 | 28.2 | Average |
| 85 | | 0 | 0.0 | Need Improvement |
| | | 5 | 5.9 | No Opinion |
| | | 85 | 100.0 | |

The ratings indicate that, overall, students perceive the admissions and records function as above average. More than two-out-of-five of the responding students had multiple contacts with admissions and records staff. Students having more than one opportunity to interact with the service activity may assess its operation more accurately. While the college is concerned over the reliability of these results (fewer than 100 students responded), there is no evidence to suggest that the response is biased.

## Counseling and Guidance

One of the primary functions of Counseling and Guidance is to provide academic, career, and personal counseling to assist students with course and program selection, career selection and the identification of personal and special needs. This function overlaps state objective #2 -- Appropriate Assessment, Placement, Instruction, and Follow-up. Counseling and guidance conducts student orientation about college curricula and services; provides students with information about their skills and abilities and about program and course expectations; and monitors student progress for the purpose of assisting students to achieve their goals.

Educational and career planning and counseling are the major services provided by college A's Counseling Center. Personal counseling is also available, though limited in scope. Staff regularly participates in professional development courses, conferences, and articulation sessions in order to keep abreast of the most current techniques in counseling and guidance and to upgrade their knowledge and expertise. The amount of professional development and training the college can provide for counseling staff is constrained by a lack of funding, however.

A primary focus of the college is counseling for the transferring student and complementary efforts in articulation. Counseling staff work diligently in this area with local high schools and senior institutions as well as with their students as a means to insure a smooth transition through the educational process and from one institution to another. (Transfer programs are evaluated under statewide priority #4 and Accreditation Standard 2D and 4B.12.)

Another area receiving considerable attention in recent years is career

guidance. Student requests for this service have continuously increased. To meet this demand college A established a clinic that provides guidance for career planning twice a year to approximately 60-80 persons. This is in addition to regular on-going, more specific, career counseling sessions.

Students rated the counseling function as follows:

TABLE 2
Rating By Students Who Have Used The Service: Counseling And Guidance

| STUDENT USE | | STUDENT RATINGS | | |
|---|---|---|---|---|
| No. of Students | No. of Times | Students Number | Students Percent | Rating Categories |
| 49 | 1-2 | 10 | 15.6 | Excellent |
| 15 | 3-4 | 21 | 32.8 | Above Average |
| 0 | 5 Plus | 21 | 32.8 | Average |
| 64 | | 3 | 4.7 | Needs Improvement |
| | | 9 | 14.1 | No Opinion |
| | | 64 | 100.0 | |

Although the total number of students is too small to be confident of the results, the overall rating for Counseling and Guidance is average to above average.

Next, college A reviewed the procedures they use for introducing counseling and guidance services to all first-time students and the on-going services that become an integral part of the college relationship with the students. Among these services are academic advisement, help in interpreting course articulation agreements, suggestions for curriculum changes, and specialized group counseling sessions for students in the EOPS and HSPS programs. Counseling staff often use group counseling sessions, although they are not felt to be as effective as one-on-one sessions.

To further evaluate counseling, the college compared enrollment gains over a four-year period to increases in counseling contacts with students. Table 3 and Figure 1 show that while there was a 6% increase in enrollment, counseling contacts increased almost three times as fast -- 17%. Since the number of counselors remained constant, at three, the increase in counseling contacts is due primarily to a significant increase in the use of group counseling sessions. Thus, it becomes important to evaluate the effectiveness of group counseling.

TABLE 3

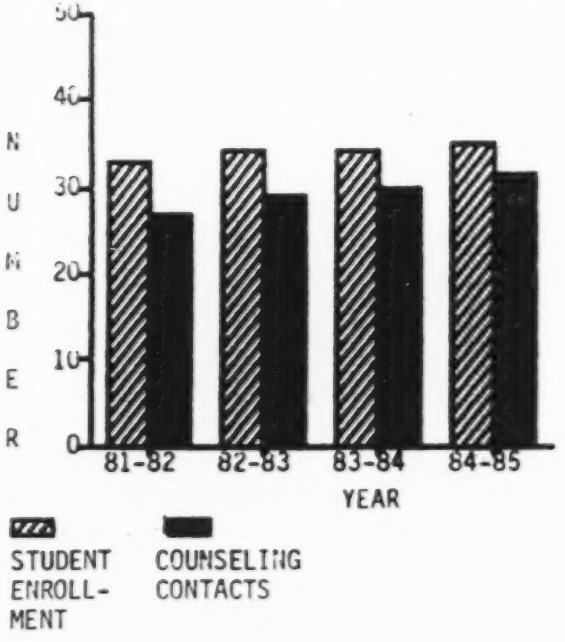
Number of Student Enrollment and Counseling Contacts
1981-82 Thru 1984-85

| | 1981-82 | 1982-83 | 1983-84 | 1984-85 | CHANGE 1984-85 OVER 1981-82 | |
|---|---|---|---|---|---|---|
| | | | | | NO. | % |
| Student Enrollment | 3300 | 3400 | 3400 | 3500 | 200 | 6.1 |
| Counseling[d] Contacts | 2700 | 2900 | 3000 | 3150 | 450 | 16.7 |

[d]Duplicate count; i.e., some students had multiple contacts.

FIGURE 1

NUMBER OF STUDENT ENROLLMENT
AND COUNSELING CONTACTS
1981-82 THRU 1984-85



One of the major objectives of counseling services is to provide students with information about their skills and abilities to assist them in selecting the most appropriate courses and programs. If students are better able to select the courses appropriate to their needs, other things being equal, attrition rates should be reduced.

College A compared its attrition rates with those of similar colleges and the statewide average over a four-year period (See Table 4 and Figure 2). College A's attrition rate (based on the change between 1st and 2nd census in each term) increased by nearly one-third. Rates at two similar colleges had decreased while the other had minimally increased. The average attrition rate statewide was stable over the four years.

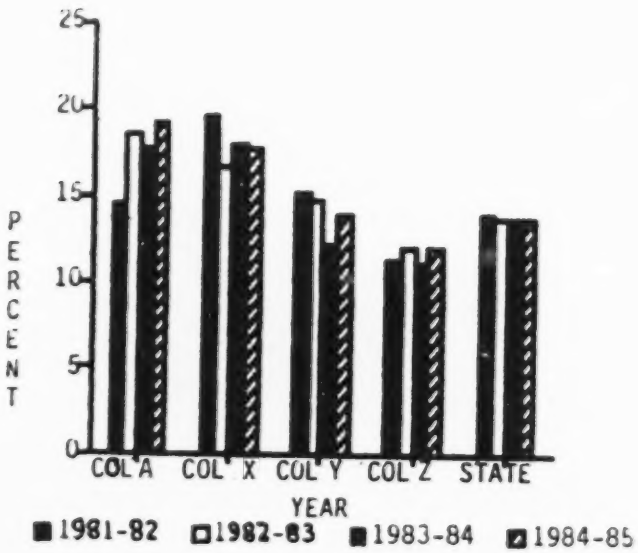
TABLE 4

Rate of Attrition 1981-82 Thru 1984-85 and
Change in Rate 1984-85 Over 1980-81

| COLLEGE | 1981-82 RATE | 1982-83 RATE | 1983-84 RATE | 1984-85 RATE | CHANGE IN RATE 1984-85 OVER 1981-82 |
|---|---|---|---|---|---|
| College A | 14.5584 | 18.6089 | 17.5627 | 19.2034 | 4.6450 |
| College X | 19.6686 | 16.6100 | 17.8814 | 17.5601 | -2.1085 |
| College Y | 15.1035 | 14.7534 | 12.1047 | 13.8923 | -1.2112 |
| College Z | 11.2451 | 12.0085 | 11.1031 | 11.9781 | .7330 |
| State Average | 13.7747 | 13.7157 | 13.7197 | 13.7340 | -.0407 |

FIGURE 2

PERCENT OF ATTRITION RATE
1981-82 THRU 1984-85



Analyzing all the factors related to A's substantial increase in attrition rates is extremely difficult. However, since few changes had occurred in (1) the counseling staff, (2) the ratio of faculty to students, (3) the ratio of full-time to part-time faculty, (4) the composition of students (i.e., ethnicity, age, sex), (5) the composition of the local population, or (6) the unemployment rate or labor market in the area, the one change toward group counseling may explain the rise in attrition rates: students receive less guidance in assessing their goals and selecting the appropriate programs and classes.

The counselor/student ratio recommended by the California Association for Counseling and Development is approximately 700 students per counselor. College A needs five counselors to meet this standard. Instead, the college is operating with three counselors (or 60%) of the recommended ratio. While understaffed, college A feels its counselors are performing at a level commensurate with professional standards.

The counseling problem can only be resolved when sufficient funding is available to hire new personnel since college A concludes that staff resources have already been reallocated in a manner as cost-efficient as possible.

Financial Aid

The major objectives of the Financial Aid office are to disburse funds in a manner appropriate to student needs and in accordance with institutional policy, to disseminate information to targeted segments of the community about financial aid programs and services, to provide counseling and referral in matters related to financial aid, to monitor the academic progress of financial aid recipients to comply with federal, state, and institutional guidelines, and to report student data to the college community and to outside organizations.

Nearly 9% of the students attending college A in 1983-84 received some form of financial aid. (See Table 5.) These financial aid recipients, combining both full and part-time, collectively completed an average of 11 units per semester during the school year. The largest percentage (32%) received funds through the Pell Grant Program but the largest dollar amount -- $225,000 -- was expended to 28% of the students through Guaranteed Student Loans (see Figure 3). A total of $410,000 was distributed to 300 students.

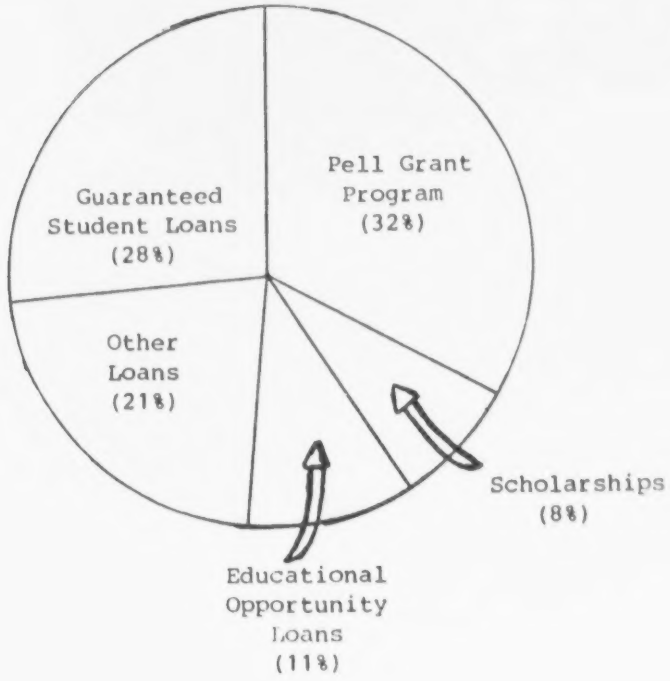
TABLE 5

Number of Students Applying for and Receiving Loans
and Amount Received 1983-84

| TYPE OF FINANCIAL AID | APPLICATIONS PROCESSED | APPLICATIONS APPROVED | AVG. AMT. REC'D | TOTAL AMT. REC'D |
|---|---|---|---|---|
| Pell Grant | 125 | 96 | $ 938 | $ 90,000 |
| Guaranteed Student Loans | 120 | 84 | 2,780 | 225,000 |
| Educational Opportunity Loans | 40 | 33 | 303 | 10,000 |
| Other Loans | 75 | 63 | 1,032 | 65,000 |
| Scholarships | 60 | 24 | 833 | 20,000 |
| TOTAL | 420 | 300 | 1,367 | 410,000 |

FIGURE 3

PERCENT OF STUDENTS BY TYPE OF FINANCIAL AID RECEIVED
1983-84




TOTAL: 300 Students

The student survey for the Financial Aid function shows:

TABLE 6
Rating by Students Who Have Used The Financial Aid Service

| SERVICE USE | | SERVICE RATINGS | | |
|---|---|---|---|---|
| No. of Students | No. of Times | Students Number | Students Percent | Rating Categories |
| 17 | 1-2 | 14 | 46.6 | Excellent |
| 7 | 3-4 | 9 | 30.0 | Above Average |
| 6 | 5 Plus | 2 | 6.7 | Average |
| 30 | | 2 | 6.7 | Needs Improvement |
| | | 3 | 10.0 | No Opinion |
| | | 30 | 100.0 | |

Although close to half of the students responding to this survey rated financial aid services as excellent, college A places little reliance on these findings since the number of respondents is so small and there is no assurance that the few students who chose to return the questionnaire (perhaps by receiving approval of their loans) do not differ in some important respect from the nonrespondents. On the other hand, the college did note that many of these students had indicated multiple contacts with college staff; thus, the ratings often represented student perceptions based on more than a singular interview. This made the findings interesting, though not conclusive.

Since little comparative data were available for similar colleges and statewide norms, staff documented their own operation. Employing the measures and methods of SSPR, the college contacted local, state, and federal agencies and studied current literature and forms to verify that all available sources of financial aid were being utilized and that all financial aid programs were administered in compliance with governmental regulations. In addition to the sources of financial aid available in 1983-84, the college was planning to implement the Board Financial Assistance Program (BFAP) for the fiscal year 1984-85.

All financial aid transactions and other relevant data such as the number and frequency of disbursements, the proportion of eligible students served, the ercentage of recipients in the total enrollment, the retention and GPA of recipients, and number of applicants compared to number of recipients were carefully documented.

The college also assessed the scholarships available to their students and critically examined their method of interaction with donors. They evaluated how best to achieve increases in sources of scholarships and in the dollar amount received by students through activities such as lobbying/political efforts and networking with professional organizations and industry in the local area. It was found that there were several areas in which they could improve their activities, and individual staff were assigned specific responsibilities and timelines for achieving these objectives. Subsequent analysis was planned to determine the degree of improvement.

A major concern for the college is to insure that information on financial aid programs and services is disseminated throughout the local area. The college wants to target certain segments of students and the local population in order to increase awareness of the aid available. Thus, quantitative data were examined on the number of financial aid workshops held by the college, the number of persons attending the workshops, the number of items prepared for publication, the type of newspapers and publications used, the methods employed in distributing financial aid literature, and the areas in which the literature was distributed.

College A, using the SSPR methods can show what is currently being done on the local campus. But it cannot, at this time, compare its financial aid program to other colleges or to statewide norms. It is, however, an excellent beginning for future comparisons and this evaluation and documentation will form a benchmark for all colleges who elect to implement a similar system.

There is also a necessity to analyze: (1) whether the need of potential students in the area is being met, and (2) whether the need of students currently enrolled is being met. Generally, this measurement would be addressed during the assessment of statewide objective #1 -- Access. Consequently, a college could merely illustrate whether or not this factor was being achieved based on work done for that priority. (For example, a needs assessment of the local population and a comparison of census data with student enrollment is usually conducted for evaluation of access.)

## Job Placement

The Job Placement Office develops and advertises part-time, full-time and major-related job opportunities for currently enrolled students and graduates. The office provides assistance in job listing, job search techniques, occupational choices, job market trends, writing resumes, and job interviewing techniques. Job listings are developed through employer visitations and followup telephone calls. The listings are shared between the campus Job Placement Office and the local branch office of the Employment Development Department.

Examples of the workshops, seminars, and class presentations conducted by the Job Placement Office are Career Planning and Decision Making, Job Search Skills, and The Job Interview. These types of presentations are used to develop the skills needed by students to apply for a job, obtain it, and remain employed.

College A analyzed their Career Planning and Job Placement activities from 1982-83 to 1984-85 (See Table 7 and Figure 4) and found that the number of students served by the office increased in 1983-84, then decreased the following year, a 10% drop over those three years. The decrease between 1983-84 and 1984-85 was particularly disconcerting because there was a 3% increase in student enrollment during that time. However, since the unemployment rate in the area had dropped from 9.7% to 7.8% and two large local industrial plants had opened in 1983 making jobs easier to obtain, it seemed plausible that these factors could account for fewer students seeking job placement services.

Examining the effectiveness of the activities of the Job Placement Office, the college found a healthy increase in part-time job referrals (nearly 18%) with a substantial one-third increase in part-time job placements. Efforts in full-

time job referrals paid off even more as indicated by the increase of 86%. It seemed from the overall one-fifth increase in job orders received that staff had succeeded in their efforts to encourage more employers to use their services, even though some of the increase was due to increased plant openings. In any event, the college was subsequently able to provide more job opportunities to students.

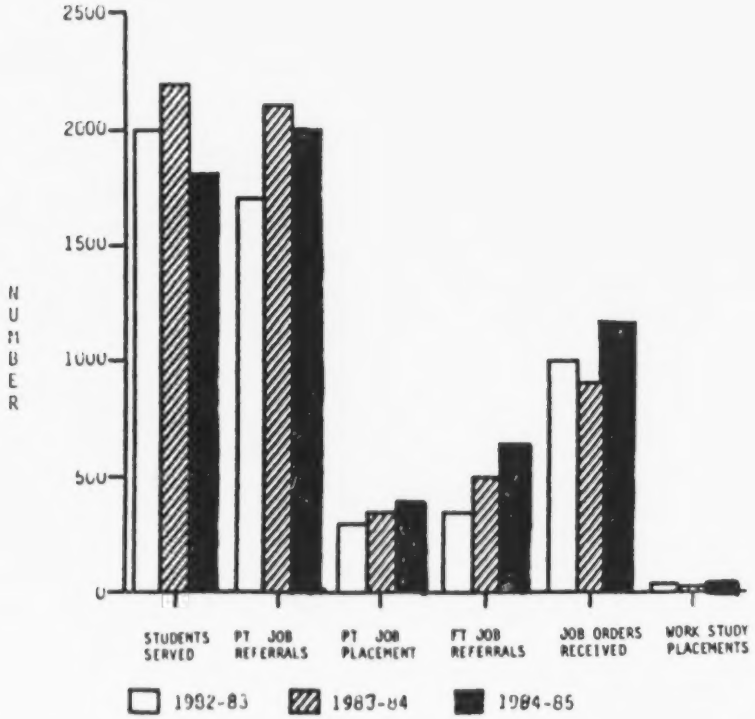
TABLE 7

Number of Students Served, Referred and Placed by the Career Planning and Placement Center and Percent Change 1984-85 Over 1982-83

| Service Provided | 1982-83 | 1983-84 | 1984-85 | Change 1984-85 Over 1982-83 | |
|---|---|---|---|---|---|
| Students Served | 2,000 | 2,200 | 1,800 | -200 | -10.0 |
| Part-time Job Referrals | 1,700 | 2,100 | 2,000 | 300 | 17.6 |
| Part-time Job Placements | 300 | 350 | 400 | 100 | 33.3 |
| Full-time Job Referrals | 350 | 500 | 650 | 300 | 85.7 |
| Job Orders Received | 1,000 | 900 | 1,200 | 200 | 20.0 |
| Work Study Placements | 40 | 25 | 44 | 14 | 35.0 |

FIGURE 4

NUMBER OF STUDENTS SERVED, REFERRED AND PLACED BY THE CAREER PLANNING AND PLACEMENT CENTERS 1982-83 TO 1984-85



The college concluded from these data that they should direct efforts toward increasing student awareness of the Job Placement Office and the services offered to insure that all who needed or wanted jobs would be adequately served.

Student response to services provided by the Job Placement Office was:

TABLE 8
Rating By Students Who Have Used The Service: Job PLacement

| SERVICES USED | | SERVICE RATINGS | | |
|---|---|---|---|---|
| No. of Students | No. of Times | Students Number | Students Percent | Rating Categories |
| 28 | 1-2 | 18 | 51.4 | Excellent |
| 4 | 3-4 | 8 | 22.8 | Above Average |
| 3 | 5 Plus | 5 | 14.3 | Average |
| 35 | | 1 | 2.9 | Needs Improvement |
| | | 3 | 8.6 | No Opinion |
| | | 35 | 100.0 | |

Again, the response is so small that there could easily be bias in the type of student who elected to return the questionnaire, thus precluding definitive conclusions. However, it is interesting to note that more than 50% of those responding rated the service excellent.

The college evaluated its program next in terms of other SSPR objectives such as: providing information about employment to all students in a timely manner, providing current information on occupational skills needed for most jobs and required by many employers, working in cooperation with the Financial Aid Office as a part of student financial aid packages. These objectives were evaluated and the methods used to meet these objectives were documented. Consequently, in future evaluations for job placement activities, the college will have valuable data for tracking its successes and failures.

- Priority: Community college districts should provide remedial and basic skills education for students needing preparation for community college-level courses and programs, such as:
  - o remedial courses for those with educational deficiencies
  - o developmental courses for those with special learning problems
  - o ongoing diagnostic programs

General

College/District J is a suburban single-college district that does not have responsibility for adult education. By mutual agreement, the responsibility for high school completion subjects is the responsibility of the secondary districts. District J, however, is authorized to provide remediation to all enrollees who are adults (18 years or older) or high school graduates who do not have an adequate level of skills in reading, writing and computing to make normal progress in collegiate course work. The remedial classes are designed to provide students with needed language and computation skills to improve the students' success in attaining a general education, vocational or transfer objective.

Programs

District J has mandatory diagnostic testing in writing and reading. That is, enrollment in a freshman-level English course is contingent upon the students' attainment of a passing score on a district-selected, standardized diagnostic test.

Diagnostic testing in mathematics and English as a Second Language is voluntary most often triggered by student self-referral for assistance in placement in appropriate courses.

In the past three years since the mandatory diagnostic program was implemented, roughly 1,350 students have been tested each semester. The data suggest an ongoing dramatic need for remediation. (See Table 1.) Based on the reading test, only one-fourth of all students have a skill level at or above the 12th grade level. Roughly one-half read between the 9th and 12th grade level, and the remaining one-quarter at the 7th through 9th grade level. The results of the writing test correlate closely with the reading scores.

Diagnostic testing over the past three years indicates no improvement in the reading and writing levels of entering enrollees. If anything, the 1981-82 results indicated some decline in scores. This may reflect a change in the district's service area population, particularly an increased rate of immigration on the part of Indochinese refugees.

District J has no information on the reading scores of entering students who do not participate in the mandatory or voluntary diagnostic testing. This group of students, about 70% of total enrollments, may possess reading and writing skills that fall below those of the tested group.

TABLE 1

NUMBER OF STUDENTS TESTED AT DISTRICT J
IN READING AND WRITING AND DIAGNOSED GRADE LEVEL ASSIGNED

| GRADE LEVEL OF DIAGNOSIS | 1979-80 NO. | % | 1980-81 NO. | % | 1981-82 NO. | % |
|---|---|---|---|---|---|---|
| READING | | | | | | |
| 6th Grade or Less | 216 | 16 | 206 | 15 | 236 | 17 |
| 7 - 9th Grade | 432 | 32 | 429 | 31 | 445 | 32 |
| 10 - 11th Grade | 338 | 25 | 385 | 26 | 348 | 25 |
| 12th Grade or Better | 365 | 27 | 385 | 28 | 361 | 26 |
| WRITING | | | | | | |
| Below 12th Grade | 1,000 | 74 | 1,031 | 74 | 1,001 | 72 |
| 12th Grade or Better | 351 | 26 | 344 | 25 | 389 | 28 |
| TOTAL TESTED | 1,351 | 100 | 1,375 | 100 | 1,390 | 100 |

## Effectiveness

Data on the number of remedial courses, sections, and enrollment (see Table 2) indicate a relatively steady level of remedial offerings. Remedial education experienced a slight decrease in overall offerings in 1981-82 due to a decline in funding. These same data indicate that enrollments in remedial classes represent less than 10% of all course enrollment. This suggests that insufficient priority is given to remedial instruction, given that about half of the enrollment possesses reading and writing skills at or below the junior high school level. This conclusion is borne out by instructors who report that many of the students in their classes lack satisfactory skills to master the course content. The need for remedial work is demonstrated also by an analysis of student demand. Many students are unable to enroll in remedial classes, and are placed on waiting lists. The resulting inconvenience causes many students to drop out or to enroll in other available subjects where the required skill levels may be higher than they possess.

TABLE 2

REMEDIAL COURSES OFFERED AT DISTRICT J
1979-80 THROUGH 1981-82

| TYPE | 1979-80 NO. | 1979-80 %* | 1980-81 NO. | 1980-81 %* | 1981-82 NO. | 1981-82 %* |
|---|---|---|---|---|---|---|
| ALL COURSES | | | | | | |
| Courses | 870 | --- | 902 | --- | 880 | --- |
| Sections | 1,783 | --- | 1,892 | --- | 1,848 | --- |
| Enrollment | 44,575 | --- | 49,192 | --- | 46,200 | --- |
| REMEDIAL COURSES | | | | | | |
| Reading | | | | | | |
| Courses | 7 | 0.8 | 7 | 0.7 | 7 | 0.8 |
| Sections | 44 | 2.4 | 45 | 2.4 | 45 | 2.4 |
| Enrollment | 1,144 | 2.6 | 1,215 | 2.5 | 1,125 | 2.4 |
| Writing | | | | | | |
| Courses | 5 | 0.6 | 6 | 0.7 | 7 | 0.8 |
| Sections | 30 | 1.7 | 32 | 1.7 | 34 | 1.8 |
| Enrollment | 750 | 1.7 | 832 | 1.7 | 850 | 1.8 |
| English as Second Language | | | | | | |
| Courses | 6 | 0.7 | 7 | 0.8 | 8 | 0.9 |
| Sections | 16 | 0.9 | 19 | 1.0 | 26 | 1.4 |
| Enrollment | 393 | 0.9 | 492 | 1.0 | 648 | 1.4 |
| Mathematics | | | | | | |
| Courses | 7 | 0.8 | 7 | 0.8 | 8 | 0.9 |
| Sections | 55 | 3.1 | 56 | 3.0 | 59 | 3.2 |
| Enrollment | 1,769 | 4.0 | 1,836 | 3.7 | 1,989 | 4.3 |

* PERCENT OF ALL COURSES, SECTIONS OR ENROLLMENT.

There is little objective evidence on the changes in student reading and writing skills that result from the remedial programs. Aside from the inability to serve all those students needing help, faculty report they are satisfied with the progress made by students in remedial courses. Faculty and students in the regular curriculum are reported to be satisfied with the skill levels demonstrated by those who have previously undergone remedial work.

## Further Work

District J is proceeding to assess the need for more remedial courses (and ways to fund such added offerings), expanding mandatory diagnostic testing for learning deficiencies to all first-time enrollees, greater use of self-help programs at the Learning Resource Center, and the development of an evaluation mechanism, other than the presently-used faculty and student evaluation, to assess the effectiveness of remedial programs through pre- and post-testing of learner outcomes.

- Priority: Community college districts should provide noncredit (continuing and community education) classes, in response to state and local needs under Education Code Section 84711 and local delineation of function agreements including:
    - o Parenting
    - o Basic skills
    - o ESL
    - o Citizenship
    - o for the substantially handicapped
    - o Short-term vocational
    - o for older adults
    - o Home economics
    - o Health and safety

General

Community college X was established in 1955 to serve a population of 100,000 people. It is located in the geographic center of a city, bordered on one side by a long valley which is one of the most productive agricultural areas of the state. The population has doubled since 1955, creating a large area of suburbs in the valley and much greater population density in the rural areas. To serve the needs of this new population, an outreach center (Center 1) was established in 1974 in a suburban shopping center and has been running at its full capacity since 1977. Center 1 is 19 miles from the main campus. In 1980, another outreach center (Center 2) was added and is located in a small rural town which is 45 miles from the main campus and is 26 miles from Center 1 (see Table 1).

Table 1
COLLEGE X LOCATIONS
(Urban/Suburban/Rural)

| | |
|---|---|
| Main Campus | Urban |
| Center 1 | Suburban |
| Center 2 | Rural |

Demography

The main campus now has 7,000 ADA, 700 of which are in noncredit courses. The service area for this college has a large proportion of minorities with 3.5 times as many Asians and nearly twice as many Blacks when compared to their proportions in the state population. This campus also serves an older clientele, with over half of the student poulation being 30 years of age or older (see Tables 2, 3 and 4).

Center 1 now has 500 ADA, 50 of which are generated in noncredit classes. This center serves a mainly White population. The number of minorities in Center 1's service area are much smaller in proportion to their representation in the statewide population. The population of the service area is also much younger than statewide averages (see Tables 2, 3 and 4).

Center 2 now has 300 ADA, 30 of which are generated in noncredit classes. When compared to statewide population, the center's service area and enrollments reflect low numbers of Blacks and a high proportion of Asians (4.5 time statewide average) and Hispanics (1.5 times statewide average). While the

center enrollment is 21% Hispanic, Hispanics represent 25% of the population in the service area. The age distribution of enrollments and the population of the service area are very similar to that of the statewide population (see Tables 2, 3 and 4).

Table 2
COLLEGE X
ADA

| | Total ADA | ADA in Non-Credit |
|---|---|---|
| Main Campus | 7,000 | 700 |
| Center 1 | 500 | 50 |
| Center 2 | 300 | 30 |

Table 3
ETHNIC COMPOSITION
COLLEGE X

| | College X Enrollments | College X Service Area | Statewide Population |
|---|---|---|---|
| Main Campus | | | |
| Asian | 18% | 14% | 4% |
| Black | 14% | 12% | 7% |
| Hispanic | 12% | 18% | 17% |
| Indian | 2% | 3% | 1% |
| Other | 6% | 5% | 7% |
| White | 48% | 48% | 64% |
| Center 1 | | | |
| Asian | 9% | 5% | 4% |
| Black | 4% | 4% | 7% |
| Hispanic | 4% | 5% | 17% |
| Indian | 0 | 0 | 1% |
| Other | 1% | 2% | 7% |
| White | 82% | 84% | 64% |
| Center 2 | | | |
| Asian | 18% | 18% | 4% |
| Black | 2% | 1% | 7% |
| Hispanic | 21% | 25% | 17% |
| Indian | 1% | 1% | 1% |
| Other | 3% | 3% | 7% |
| White | 55% | 52% | 64% |

Table 4
AGE DISTRIBUTION
COLLEGE X

| | Main Campus | | Center 1 | | Center 2 | | Statewide |
|---|---|---|---|---|---|---|---|
| | Enr. | Pop. | Enr. | Pop. | Enr. | Pop. | Enrollment |
| 17 and Younger | 1% | - | 3% | - | 0 | - | 2.1% |
| 18 | 4% | 3% | 11% | 12% | 8% | 9% | 8.3% |
| 19 | 4% | 3% | 9 | 11% | 9% | 10% | 9.2% |
| 20-24 | 22% | 20% | 30% | 32% | 28% | 28% | 26.8% |
| 25-29 | 17% | 19% | 15% | 20% | 17% | 16% | 16.4% |
| 30-49 | 32% | 34% | 24% | 18% | 28% | 26% | 27.2% |
| 50 and Older | 20% | 21% | 8% | 7% | 10% | 11% | 10.0% |

Educational Programs

Noncredit course content is determined by the appropriate departmental faculty at the main campus, and is supervised by the departmental deans. The noncredit curriculum is developed at the same time as the credit curriculum and no distinction in made between the two as to the criteria they must meet to be included in course offerings. The same core of full-time instructors who plan, operate, and evaluate the credit program do the same for the noncredit program. While the noncredit program is administered by full-time faculty, most noncredit courses are taught by part-time instructors.

The district supports the noncredit program because of the many benefits that are thought to result from this kind of continuing and community education:

- o improved citizenship
- o more social consciousness
- o improved government: greater participation and voting
- o individuals who are better able to cope with life's problems
- o better parenting
- o improved individual and public health
- o improved individual economic self-sufficiency
- o reduced levels of crime and violence
- o lower welfare costs
- o greater understanding and tolerance between racial/ethnic individuals and groups
- o more effective and efficient use of scarce resources through consumer education (particularly important to those on fixed incomes such as senior citizens)

Although the district does not now have the means to measure the degree to which the noncredit instructional program acheives these outcomes, it is planning several studies that will be designed to gather such information.

The district has instituted a quality improvement plan which includes incentives for being innovative, for meeting community needs, for providing quality education, and for being cost effective. Management and faculty are all evaluated on how well they acheive these objectives. Most departments have instituted a program of follow-up studies to measure program effectiveness. Graduates of short-term vocational courses and employers are asked to rate the programs after one year. Feedback from this type of followup has been utilized in making curriculum decisions.

A review of the district's noncredit courses reveals an emphasis that differs substantially from the usual community college noncredit effort (see Table 5).

Table 5
PERCENT DISTRIBUTION OF NONCREDIT ADA, 1984

| Area | X | Statewide |
|---|---|---|
| Parenting, Child Growth and Development | 5% | 3% |
| Elementary and Secondary Basic Skills, Remediation | 15 | 12 |
| English as a Second Language | 15 | 39 |
| Citizenship for Immigrants | 1 | 1 |
| Handicapped Persons | 20 | 11 |
| Vocational Programs with High Employment Potential | 9 | 20 |
| Older Adults | 10 | 10 |
| Home Economics | 10 | 1 |
| Health and Safety Education | 15 | 3 |
| Total | 100% | 100% |

In particular, X offers relatively more noncredit health and saftey education and programs for the handicapped and relatively less English as a second language (ESL) and short-term vocational training than do most community colleges.

The district conducts a needs assessment survey each year, based on a random sample of district residents, to determine the types of credit and noncredit courses preferred by individuals in the service area. The most recent survey revealed the following needs, which are substantially unmet:

1. Urban area serviced by the main campus:
   a. Additional ESL for non-English speaking Hispanics and Southeast Asians.
   b. Additional citizenship courses.
   c. More programs for older adults.

2. Suburban area serviced by Center 1:
   a. Additional home economics courses.
   b. Additional parenting courses.

3. Rural area serviced by Center 2:
   a. Short-term vocational courses for agricultural equipment operation and maintenence.

This consummer preference survey also revealed that while district adults would enroll in these courses at the community college, they would not generally take them if they were offered by one of the nearby unified school districts.

There also appears to be a need for ESL classes at Center 2 for a large number of undocumented aliens. Because of their status, however, it is virtually impossible to document their number and need.

Issues

All existing noncredit course sections are operating at capacity. Thus, it would not be desirable to close existing sections to open new classes. A district cost survey shows that under the existing finance mechanism (where, noncredit ADA revenues are significantly below district costs for these ADA), the credit program is subsidizing the non-credit program. Further expansion of noncredit offerings could mean a reduction in the quality of both programs. Consequent district policy is that no more that 10% of district ADA be generated in noncredit courses. It is also the district's position that most of the non-credit courses (except agriculture) are the legal respons-ibility of high schools, and that the community college district should enter into a mutual agreements with the local unified school districts to provide any expansion of these types of instruction.

Since Center 1 is already operating at the capacity for its facility, any expansion would involve the expense of moving to a new facility in that area (if one could be found) or an expenditure of $350,000 to build a larger permanent center owned by the district. Similarly, meeting the need for non-credit short-term vocational courses at Center 2 would involve a minimum expense of $150,000 for agricultural equipment maintenence and operation facilities.

The district also has identified that there is considerable unmet need in all of the district's service areas for more courses for the substantially handi-capped. Due to the high cost of this program, however, the district has been unable to expand its courses and services for this population.

- Priority: Community college districts should respond to unique local needs by providing, through fees or other (non-public) local support, the following community services:
  - o Avocational courses
  - o Recreational courses
  - o Community and cultural events
  - o Community and civic center events

General

Community college Y is a small, rural college, located in an agricultural community. The college served a population of 140,000 people when it was established in 1968, and now serves 176,000. It currently has an enrollment of 3,600 students which generates 2,500 ADA in the credit and noncredit programs. The community service program has decreased in size from a headcount enrollment of 2,000 in 1977 to a current enrollment of 300 (see Table 1).

Table 1
COLLEGE SIZE

| | |
|---|---|
| Number Enrolled in Credit and Noncredit, 1985: | 3,600 |
| ADA in Credit and Noncredit Classes, 1985: | 2,500 |
| Enrollment in Community Service Classes, 1977: | 2,000 |
| Enrollment in Community Service Classes, 1985: | 300 |

The Program

The college staff believes that many individual and civic benefits result from the community services program. Such benefits include improved citizenship, and improved understanding of society, higher levels of employment and lower levels of crime, better understanding among various racial and ethnic groups, and improved utilization of limited resources resulting in improved life styles for community members and particularly for those on fixed incomes such as senior citizens. Health education in such classes as CPR may result in improved and longer lives. Courses on child rearing may lower the incidence of such problems as child abuse and juvenile delinquency. The district has not objectively measured such outcomes, but believes they are important nonetheless and justify the continuation of a significant community service program.

The community services program at college Y was designed to meet the life-long educational needs of people of all ages who did not desire college credit. In 1977, the community services program served a generally representative proportion of all racial, ethnic, gender, age, and income groups from the surrounding community (see Tables 2, 3, and 4). At that time, the program offered any classes for which there was an identifiable need. Being located at the center of a rural, agricultural area, college Y and its community service program were the cultural and scientific heart of the community.

Table 2
RACIAL AND ETHNIC DISTRIBUTIONS
COMMUNITY COLLEGE Y

| Race/Ethnicity | College Y Community Service Enrollment 1977 | College Y Community Service Enrollment 1985 | College Y Service Area Population 1980 | Statewide Population 1980 |
|---|---|---|---|---|
| Asian | 5% | 4% | 4% | 4% |
| Black | 2% | 1% | 2% | 7% |
| Hispanic | 30% | 2% | 32% | 17% |
| Indian | 2% | 0 | 2% | 1% |
| Other | 2% | 0 | 3% | 7% |
| White | 59% | 93% | 57% | 64% |

Table 3
AGE AND GENDER DISTRIBUTIONS

| Age | College Y Community Service Enrollments 1977 | College Y Community Service Enrollments 1985 | College Y Service Area Population 1980 | Statewide College Enrollment 1980 |
|---|---|---|---|---|
| 17 and Younger | 3% | 0 | - | 2.1% |
| 18 | 9% | 2% | 10% | 8.3% |
| 19 | 11% | 3% | 12% | 9.2% |
| 20-24 | 28% | 16% | 18% | 26.8% |
| 25-29 | 14% | 19% | 17% | 16.4% |
| 30-49 | 25% | 35% | 24% | 27.2% |
| 50 and Older | 10% | 25% | 19% | 10.0% |
| Gender | | | | |
| Male | 48% | 58% | | |
| Female | 52% | 42% | | |

Table 4
INCOME DISTRIBUTION

| Income Range | College Y Community Service Enrollments 1977 | College Y Community Service Enrollments 1985 | College Y Service Area Population 1980 | Statewide College Enrollment 1980 |
|---|---|---|---|---|
| $ 0-$ 4,999 | 8% | 0 | 7% | 6% |
| $ 5,000-$ 7,499 | 9% | 1% | 7% | 6% |
| $ 7,500-$ 9,999 | 12% | 2% | 11% | 7% |
| $10,000-$14,999 | 19% | 4% | 20% | 15% |
| $15,000-$19,999 | 14% | 8% | 15% | 14% |
| $20,000-$24,999 | 14% | 16% | 13% | 13% |
| $25,000-$34,999 | 14% | 19% | 15% | 19% |
| $35,000-$49,000 | 7% | 13% | 8% | 12% |
| $50,000 or More | 3% | 37% | 4% | 8% |

Community services programs in 1977 were presented to fit the interests of all clientele in the community. For example, since Hispanics represented 32% of the district population, the college sought to design about one-third of its courses toward this group. College facilities were used to celebrate such Hispanic holidays as Cinco de Mayo. A number of community service classes were taught in the Spanish language on topics such as Spanish and Spanish-American art, culture, history and drama.

The community service program was originally administered from a central "Community Services Office." The purpose of this office was to efficiently administer the program, ensure coordination with college divisions and the community, promote course quality and to avoid unnecessary duplication. The Office included a "Dean of Community Services" and two community service specialists with mostly clerical duties. The office also coordinated college and facilities use, arranged for necessary services, and communicated information to college staff, students, and the general public.

The Community Services Office had planning procedures which involved college staff and community representatives. Planning determined budget allocations from income derived mainly from the $0.05 tax on the assessed valuation of property in the district (see Table 5). No fees were charged for the use of facilities by community groups for purposes of civic and personal improvement.

Table 5
COMMUNITY SERVICES INCOME

| Sources | Year 1977 | | 1985 | |
|---|---|---|---|---|
| | Amount | % | Amount | % |
| 0.05 Tax on Assessed Value | $ 712,500 | 95% | $ 0 | 0 |
| Student Fees | 22,500 | 3% | 141,000 | 94% |
| Donations | 15,000 | 2% | 3,000 | 2% |
| Fees for use of Facilities | 0 | 0 | 6,000 | 4% |
| TOTAL | 750,000 | | 150,000 | |

Prior to 1978, the Community Services Office systematically surveyed community opinion and needs as part of its program development and evaluation process. The Office also had a publicity function to effectively utilize the local news media.

Since 1978, with the elimination of the local property tax for community services, all programs and services are on a 100% user fee basis. This has resulted in a significant decline in community service class enrollments and an 80% decrease in income (see Table 5). The community services office was closed and the dean was assigned to other administrative duties, not connected with community services. The two community service specialists also were assigned to other duties. The administration and operation of the community services program was assigned to the dean of instruction. It was reasoned that this would insure coordination with all of the college divisions and that community services would be an integral part of all planning. This has been the case, but the dean of instruction does not have sufficient time to devote to community service programs. The result has been that community services simply develops courses which will sell to those who can pay.

In 1977, minorities represented 41 percent of college Y's community service enrollments, a figure which closely matched the 43% they represented of the

adult population in the service area. By contrast, 1985 community service enrollments were 7% minority with the remaining 93% being non-Hispanic Whites (see Table 2).

In 1977, 54% of those enrolled in community service classes had incomes of less than $20,000. In 1985, while nearly 40 percent of the service area population report incomes of less than $20,000, only 21% of college Y's community service enrollees report (through a recent survey) incomes of less than $20,000 (see Table 4).

One result of 100% user financing has been elimination of free forums, film festivals and cultural series. While the regular credit and noncredit instructional enrollments by race, sex and income closely match the same distributions in the general population served, community services and community centers are serving only a portion of the service area population; this portion is almost exclusively white, over 30 years of age, and reports incomes in excess of $25,000 a year.

Further work is underway to examine possible options for providing community services to those who cannot pay the fees.

APPENDIX A

A MEMORANDUM OF UNDERSTANDING BETWEEN
THE CALIFORNIA COMMUNITY COLLEGE BOARD OF GOVERNORS AND THE
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES OF THE
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

## Prologue

The California colleges and their governing boards, the California Community College Board of Governors, and the Western Association Accrediting Commission for Community Colleges have unique yet complementary roles in maintaining and promoting the quality and integrity of the colleges. The institutions have the responsibility for self-evaluation, the state board the authority for general oversight of the colleges, and the Accrediting Commission the responsibility for peer-review evaluation. This total process assists the colleges in serving the public interests and continually striving for improvement.

## Role of the Commission and of the State Agency

The Accrediting Commission will utilize the standards and processes developed with the help of its member institutions to evaluate individual colleges. The state agency will evaluate how well the colleges in the aggregate are meeting statewide objectives established by the Board of Governors.

## Organizational Relationships

The Chancellor for Community Colleges will appoint a representative to the Accrediting Commission. In its relationship with the Board of Governors and the Chancellor, the Commission acts as a voluntary, non-governmental educa- organization. It does not assume any regulatory responsibilities assigned to the state agency by statute.

## College Responsibilities

Each college will prepare a self-study report using the standards and procedures of the Accrediting Commission. The report will include evaluations of college performance in achieving its own stated purposes. Each college will also prepare a separate report evaluating its performance in achieving statewide objectives. Since the two evaluations are closely interrelated, the data obtained in college evaluation studies will often serve both purposes.

## Accreditation Visits

The Commission will constitute peer-review teams for periodic evaluations of each college. A Chancellor-designated staff person will serve on each compre- pensive evaluation team. The state representative will receive copies of the self-study report and other materials of the institution to be evaluated, attend training workshops, and participate as a regular team member in the evaluation visit. The colleges, through evaluation fees, will defray the expenses of team members other than the Chancellor's representative. The

Chancellor will assume the cost for the staff representative.

Each accreditating team will prepare an evaluation report, using Commission standards and procedures. In addition, a critique on how well the college prepared its report on statewide objectives will be submitted by the team.

## Use of Reports

The college self-study and the accrediting team evaluation report will be reviewed by the Commission. The college report on statewide objectves and the team critique will be forwarded to the Chancellor for Community Colleges.

## Cooperative Projects

The Commission and the Chancellor's staff will engage in joint efforts to assist the colleges in improving evaluation and planning in order that the colleges may continually strengthen their effectiveness in serving the people of California.

APPENDIX B
SUMMARY OF ANALYTICAL STEPS

- Priority: (Access)

1. Assess educational needs of its clientele;
2. Compare college enrollment (ethnicity, sex, age) to the population of the service area;
3. Make adjustments for other educational suppliers in the area;
4. Evaluate for changes over time;
5. Compare enrollment to similar colleges;
6. Compare enrollment to local needs (and norms);
7. Identify underrepresented groups;
8. Analyze reasons for underrepresentation -- determine whether changes can achieve desired results or would be unproductive.

- Priority: (Assessment)

1. Examine method of evaluating and assessing student level;
2. Review counseling and advising procedures;
3. Analyze strategies for providing learning opportunities for students with special needs;
4. Compare the retention of students who have undergone assessment in the college to a prior point-in-time or over a period of time.

- Priority: (Program Evaluation)

1. Assess staffing competency and adequacy in learning resources and facilities;
2. Evaluate program review and the improvement process by quantitative measures: WSCH per faculty, cost per ADA, etc.;
3. Evaluate program review and the improvement process by qualitative measures: general trends, peer assessment, etc.;
4. Compare objectives of the college to the needs and preferences of the area's population;
5. Analyze present and future local and regional labor markets;
6. Make adjustments for other educational suppliers in the area;
7. Assess expected future needs and preferences;
8. Compare programs with current needs and preferences of the local population by:
   ---student type: disabled, disadvantaged, etc.
   ---student objective: transfer, occupational, etc.
   ---type of programs offered (TOP).

- Priority: (Transfer)

1. Analyze (or review) competency of staff;
2. Analyze adequacy of curriculum;
3. Review level of counseling;
4. Assess college efforts at articulation with high schools and senior institutions;

5. Measure progress (intra-term, inter-term, inter-year persistence) of students enrolled in transfer programs;
6. Analyze rate of students transferring to four-year institutions in comparison with other colleges/in comparison with some norm/over time;
7. Analyze success of students transferring to four-year institutions in comparison with other colleges/in comparison with some norm/over time.

- Priority: (Vocational Education)

1. Evaluate progress and performance of students enrolled in vocational education programs (Measure change over time through competency tests, persistence and GPA);
2. Evaluate learning resources currently in place;
3. Assess available equipment and facilities;
4. Compare educational offerings with needs of individuals in the service area;
5. Analyze present and future structure of local and regional labor markets;
6. Make adjustments for other educational suppliers in the area;
7. Identify perceptions of the programs by students, staff and area employers;
8. Conduct a follow-up evaluation of students to measure rate of job placements, advancements, productivity, etc. (VEDS).

- Priority: (Liberal Arts and General Education)

1. Examine breadth of offerings in liberal arts and general education;
2. Assess whether liberal arts and general education courses offered by the college are transferable to four-year colleges/universities;
3. Analyze articulation efforts with four-year colleges/universities;
4. Evaluate philosophy of the college and the criteria used for approving new courses and for continuing established general education programs;
5. Compare transferring student's attitudes toward the liberal arts and general education classes taken at the college to offerings at four-year colleges/universities;
6. Analyze extent of program emphasis on improving student analytical ability across the curriculum;
7. Compare students, who have taken liberal arts and general education courses to students who have not, inasfar as their involvement in cultural, civic, and educational activities are concerned.

- Priority: (Student Services)

1. Analyze current services offered by the college to the student population by:
   ---student admissions: availability and accessibility of information, ease and accuracy of registration, effective maintenance and retrieval of records, etc.
   ---student type: disabled, disadvantaged, older students, etc.
   ---student objective: transfer, occupational, general education, etc.
2. Assess adequacy of academic, career, and personal counseling;
3. Assess financial aid efforts:
   ---to obtain all sources of funding and scholarships,
   ---in the awarding of funds,

---in the dissemination of information about programs and services,
---in the application process;

4. Evaluate effectiveness of the job placement program by:
   ---identification of employment opportunities available,
   ---dissemination of employment information,
   ---assistance to students in job search and job retention skills,
   ---services to employers by identifying and referring of qualified applicants,
   ---gathering of information about job performance and satisfaction from students and employers;
5. Analyze adequacy of student affairs by providing information and opportunities for involvement in student government and institutional governance, campus and community activities, etc.

- Priority: (Remedial and Basic Skills)

1. Analyze remedial and basic skills needs of the area population;
2. Compare types of courses offered by the college to the needs of students;
3. Compare retention rates and GPA of students who have completed remedial programs to that of all other students;
4. Analyze student demand for remedial courses by comparing number of courses/sections and weekly student contact hours (WSCH) over time;
5. Assess adequacy of learning resources.

- Priority: (Continuing and Community Education)

1. Assess the specific needs of the community;
2. Assess the existence of other local suppliers of similar educational services;
3. Analyze effectiveness of programs through measurement of outcomes such as increased:
   ---political participation,
   ---charitable and civic work,
   ---consumer capability,
   ---general communication skills,
   ---successful employment.

- Priority: (Community Services)

1. Identify needs of the local service area;
2. Assess adequacy of offerings through student perceptions of the courses and activities
3. Analyze the extent of community involvement through measures such as the degree of:
   ---growth or decrease in total participation,
   ---growth or decrease in offerings,
   ---race/ethnicity participation,
   ---senior citizen participation.

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